COMMITTEE ON MILITARY EDUCATION.

MINUTES OF EVIDENCE

TAKEN BEFORE THE

COMMITTEE

APPOINTED TO CONSIDER THE

EDUCATION AND TRAINING

OF

OFFICERS OF THE ARMY.

Presented to Parliament by Command of His Majesty.

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on 31 October, 2019

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MINUTES OF EVIDENCE

TAKEN BEFORE THE

COMMITTEE

APPOINTED TO CONSIDER THE

EDUCATION AND TRAINING OF OFFICERS OF THE ARMY.

At St. Stephen's House, Westminster.

FIRST DAY.

Thursday, 9th May 1901.

PRESENT:

The RIGHT HON. A. AKERS DOUGLAS, M.P. (IN THE CHAIR).

Sir MICHAEL F. FOSTER, K.C.B., M.P.
The Rev. Dr. E. WARRE, D.D., M.V.O.
Mr. F. W. WALKER.

Colonel R. H. JELF, C.M.G., R.E.
Lieutenant-Colonel F. HAMMERSLEY.
Captain A. H. LEE, M.P.

Captain W. E. CAIRNES, Royal Irish Fusiliers, *Secretary.*

General Sir H. EVELYN WOOD, G.C.B., G.C.M.G., V.C., Adjutant-General of the Army, examined.

Gen. Sir H. E. Wood, G.C.B., G.C.M.G., V.C.

9 May 1901.

1. (*Chairman.*) You have had, during your long service a very great experience of the supply and efficiency of the British officer?—Yes. With reference to the questions put in the letter of the 4th of May, the question of examinations for entry of a candidate into the Army does not rest with the Adjutant-General, and he has nothing to do with it really. All as to A and B in that letter ought to be answered by the Military Secretary more appropriately, but I have had something to do with it for a great number of years, inasmuch as in 1874–76, after an outbreak of scarlet fever at the Military Colleges, the boys were all dispersed and were put into the Army as probationers, and we then instituted a system of what was called garrison instruction, which was really teaching what had been taught at Sandhurst. We had a Superintending Officer to try and keep the eight or ten heads of classes on the same line, and as I was Superintending Officer on Garrison Instruction for a year and a half. I am conversant with what has been going on at Sandhurst, although it has not come within the scope of my official duties; I know, perhaps, a little more about it, because I have had three sons there in succession, and so I have heard a great deal at home of what is done there and what is not.

2. What I think the Committee would like to know generally, before we go actually into the question of Sandhurst, is this: Is there any difficulty in getting a sufficiency of officers for the Army?—Yes, there is not only a difficulty in getting a sufficiency of officers, but there has been a greater difficulty in getting the officer we want for many years past.

3. You mean that there is difficulty in getting an officer who is both intellectually and physically capable?—I am sorry to say that the officer wanted in the Army is only one who can command from 150*l.* to 1,500*l.* a year; there is no room at all in the Army, and that comes before me every day, for the man who has only got 50*l.* a year of his own.

4. That is the monetary difficulty, but there is no difficulty so far as regards the candidate as to the examination he has to go through?—The difficulty arises, sir, that it is only the boys who will not work as a rule, who go into the Cavalry, and we are obliged to take them in, because there are no other candidates. You know, probably, that before this great pressure for officers, just before we began to further extend our Empire, say, my son had to get from 72 to 74 per cent. of the marks to get into the Infantry, he had to get 50 per cent. only to get into the Cavalry, and 25 per cent. to get into the Household Cavalry. All this you will get from Colonel Delavoye if you like, but I know it of my own knowledge, because it meets me every day of my life; I have had three letters on the subject to-day. Shortly stated, we have been getting officers, but we have not been getting those we wanted.

5. Have you formed any opinion as to the relative efficiency of officers joining the Army through Sandhurst and through the Militia?—Yes, sir, we have discussed that at great length, and my friend and colleague, Sir Coleridge Grove—whom I hope you will hear, because he is equally strong on the other side as I am on the point which you have just now touched—contended before an Army Board that the Militia officer was just as good as the Sandhurst officer. I should say that I have commanded a battalion, and I have been on the Staff at Aldershot for a great number of years, spending there, altogether, about 18 years during my service, and I assert, emphatically, that the Militia officer has not, and cannot have, anything like the same efficiency. I have got figures somewhere, and I will give them to the shorthand writer, but I am sure I had no difficulty in proving, when Sir Coleridge Grove attempted to contest my point, that a very small proportion of the Militia officers ever go to the Staff College.

6. (*Colonel Jelf.*) You have got that in your paper here?—Probably you will find it quicker than I shall; there is no doubt of it.

Gen. Sir H. E. Wood, G.C.B., G.C.M.G., V.C.

9 May 1901.

7. (*Chairman.*) On joining, is the Militia officer equally ready to take his place in the battalion with the Sandhurst officer?—No; not at all, and he cannot be for this reason, that he has not had the same education as the Sandhurst boy.

8. He is not sufficiently well up in the rudiments of his drill?—I think he is if he has served two trainings, in company drill, changing front to right and left, and forming fours as well, but he has no power of instructing the men. His ideas of outpost duty, and everything with reference to which we have suffered from our want of in the War that has not yet terminated, are crude.

9. (*Dr. Warre.*) Does the Sandhurst boy get that at Sandhurst or afterwards when he joins his regiment?—He gets a little at Sandhurst and much more in the last year, but I should like to touch on that again presently. I should say that the feeling against practical teaching at Sandhurst is strong, and that under our present system in the Army nothing else can be anticipated, because those of you who are soldiers here, know that as the instruction is, so is the work, and up to last December, no Sandhurst Cadet was ever tested in his knowledge of outpost duty, or what used to be called light infantry work 100 years ago. I got permission from the Commander-in-Chief, instead of having a formal parade, and marching past, and doing the bayonet exercise, to test the boys in outpost duty, having the outpost line attacked. The Commander-in-Chief could not go, but I went down, and the feeling against the change was so strong that one of the company instructors at Sandhurst resigned; he said it was not his job, and that he was only there to teach them a high Military education.

10. (*Chairman.*) To what extent does the giving of commissions to Militia officers provide officers for the Militia, and would the Militia be deprived of officers if you took away—— ?—No, sir, I would not go as far as that. I should admit at once that I am an advocate for the Sandhurst cadet, and I object entirely to the Militia boy; but, granted that you cannot fill your Militia without offering them the bribe of the chance of going into the Army, then I would overcome the difficulty to some extent by attaching him to a line battalion during the time that the companies are undergoing their annual training. I have gone to some extent in that direction by inducing the Commander-in-Chief last year to allow me to insist on every Militia boy doing a course of musketry at Hythe before he was appointed, and that in itself is the first step towards making them efficient; for whereas the Cavalry officer has to be taught first to ride his horse, so the Infantry officer should be taught first to shoot the enemy. I consistently endeavoured to put that first before gymnastics, saying that I would rather have a hunchback who could shoot than an athlete who could not shoot.

11. One other question only, as far as I am concerned, with regard to this question of the Militia. It has been stated frequently that by inducing an officer to enter through the Militia he will keep up his connection, with his old regiment, and when he leaves the Service, if he does so early in life, he will return to the Militia; have you any experience that that is so?—I think it very seldom occurs, and there has been no inducement for a man to go back in that way. I hope that one result of this Committee may be that when my son goes into the Army and he retires, if he retires before a certain age, it should be a condition that he must serve in the Militia; but I do not think it would be a practicable arrangement to drive him back to the same Militia regiment; that would not work at all, but if you only insist on his going back to some Militia regiment, I think it would be a very good thing.

12. You have quite clearly shown to us that you are in favour of retaining Woolwich and Sandhurst, and that you prefer to retain them as training colleges for the Army rather that what Sir Coleridge Grove suggests, namely, that they should be converted into Military Universities?—Yes; we are very great friends, but we are as opposite as the poles. I only admit the existence of the Militia now because I am told we cannot keep up the Militia unless we have some boys who enter the Army through it; otherwise I would sooner have it all Sandhurst. I should like to send every Militia boy for a short period to Sandhurst, only it is not possible.

13. You mean between the periods of his trainings?—To really get him educated in the Military sense; at present he is not educated, and I hope you will allow me to show presently that it is impossible that any officer on joining a battalion can be educated. I will refer to that presently when you have done.

14. Do you think the present course at Sandhurst is long enough, or would you prolong it?—I should like to have it two years, and I would not accept anything less than 18 months. I have laid that down in these papers.

15. Do you think sufficient steps are taken to encourage the necessity of young officers continuing their studies after they have joined the Army?—No, there are no adequate steps taken, nor is there any possibility under our present system of their studying.

16. Is it not the fact now that a boy who joins his regiment, who comes off the barrack square and trusts to the amount of knowledge he brings into the Service with him, at once passes his A and B, and immediately says to himself: "Well, I have got nothing to do, thank goodness, now for six years"?—I am quite certain that until we introduced the Field Officers' Examination the great majority of the boys never gave a thought to anything, and it is only the Field Officers' Examination, the syllabus of which I drew up on the standard of a Sandhurst boy's knowledge—and not higher—that has made any officer read at all, and even for that some officers have gone back to crammers.

17. Is not this what a young officer is inclined to say now: "There is nothing to do for four or five years "except enjoy myself, and then, if necessary for my "Captain's certificate, I will go back to a crammer"?—I will not say he will look forward like that when he is young, but practically the great majority of officers do little or nothing after they join the Army in the way of self-culture.

18. I believe it is the practice in the Artillery and Engineers that there can be no promotion from a Second Lieutenant to a Lieutenant for three years?—I think that has been abolished now.

19. (*Colonel Jelf.*) As regards the Artillery, I believe it is abolished; but as regards the Engineers, I believe it still holds good.

(*Chairman.*) If such a rule were insisted upon, a more real examination held after the three years' service, might it not to a certain extent compel work during the first three years?

(*Witness.*) I feel quite certain that you must have an examination to make my brethren work; I am very sorry to admit it, but it is the fact that the greater number of boys will not work unless you put a fence in front of them that they have got to get over.

20. I understand that in the Navy that is got over to a great extent by a series of examinations at Greenwich which a young officer of four years' service has to pass, and upon which his future relative position in seniority in his service depends?—That is so, but the whole system of instruction in the Navy is much more thorough, and always has been, than it is in the Army; and it is the professional part of the examination which I want altered at Sandhurst, so as to make the work of Sandhurst much more practical, much less University-like, and much more soldier-like, in the idea of instructing the men of their company. May I add something to what you said just now? You ask me the relative possibilities of the Militia men and the Sandhurst cadets improving themselves afterwards. With regard to the Sandhurst cadet you said something about coming off the Square, but the Sandhurst cadet does not always get on to the Square; the want of officers is so great that he goes straight from Sandhurst to the command of a company. It may be objected that this is only recent, only since the pressure of the war, but thirty-three years ago I knew an officer, who, being senior Colonel at the time, was General Officer of the week, and at the same time he not only regimental Captain, but Captain of the week in his battalion, and field officer of the day, holding all three offices of the day on account of the paucity of officers; and it is very much worse now than it was before. The boys who want to join the Army have at once to face the command of a company before they know anything about it, and there is the heartrending scene with the Pay Sergeant, who occasionally walks off with their money, and the boys who are wisest, if their parents can pay, say nothing, and the blackguard gets off. As to the boys whose parents cannot pay, they are considered to be very inefficient; but in the great majority of cases we pay and look pleasant, or as pleasant as we can.

21. (*Colonel Jelf.*) Is it really on account of the paucity of officers that that takes place?—Yes. I do not think it is any use to argue from this War at all, but I may state that at the present moment we have got a battalion 1,000 strong and only two Captains in it.

22. (*Dr. Warre.*) What is the actual number of officers required for the whole Army? Could we get at a knowledge of that?—Annually.

23. No, the whole number; and then I would ask the second question: What is the waste of those and what will be the annual number of officers required, I mean in a normal peace time and not in a time of war?—I had better not touch it because it is entirely a matter for the Military Secretary; he deals entirely with it, and has to get all the officers, and he can give it you much better than I can. The Adjutant-General does not touch officers until they misbehave, and they are then handed over to him.

24. Is not that, in your opinion, a very material thing for the Committee to know—exactly the number, or nearly the number, of officers per annum that would be wanted?—Yes, but I could not tell you; when General Ian Hamilton comes before you he will tell you the exact number; it has all been worked out.

25. There is a practical question depending upon it: supposing the number is of the character I think it is, could the training for all those officers be provided at the Royal Military College as you propose?—I think somebody has made the calculation that 700 a year are wanted. I should say that we have put forward a proposition that Sandhurst should be materially increased, not only for the sake of the Infantry, but because we want to put there the Field Artillery and the Horse Artillery, and we might do something at once if we would accept the recommendation we had at Sandhurst some years ago. We might still have privacy in a cubicle, but we have gone in for giving every Sandhurst cadet, a room to himself—I will not say every Sandhurst cadet, but the greater number of boys get a room to themselves. If you go to look at the two places, the Academy at Woolwich and Sandhurst, you are struck with it at once; the people at Woolwich are jammed up close together, I think too closely, while at Sandhurst they live in luxury which I think is unnecessary. You might increase Sandhurst materially if you close them up a bit.

26. (*Chairman.*) The proposition you make to send the Field Artillery and the Horse Artillery to Sandhurst is, practically, what I believe they are now doing in Germany, is it not?—I think so.

27. That is to say the Technical Course at Woolwich would be for Garrison Artillery and Engineers alone?—I use that as one of my arguments.

28. And it is only the Garrison Artillery and Engineers who in Germany are separately taught?—Yes. I might mention, Dr. Warre, that there are at present, approximately, 4,500 Imperial officers in South Africa. We have skinned every regiment at home except as to the Reserve officers, so that we have put the whole of our officers, practically, in South Africa.

29. (*Dr. Warre.*) With regard to your idea of sending them all to Sandhurst, one very great argument, I suppose, would be that supposing these officers are commissioned as officers of the Militia in order to get into the Army, the moment any war broke out the Militia, which is a very necessary force, would be denuded of officers *ipso facto*, because you draw from the Militia for the Army every officer available who wishes to go into the Army, leaving the Militia itself very short of officers: Is that an argument which is good?—I have not quite followed. Did you understand that I wish to drive all the Militia through Sandhurst?

30. Yes, that is what I understood you to say?—I said I should like to, but it is so Utopian that, as we cannot train nearly enough officers at Sandhurst for the Infantry and Cavalry and I want to train mounted Artillery as well, I never contemplated getting the Militia boys there as well. It is only an ideal which you might one day, in a hundred years say, reach but I have no hope of it now.

31. I would like to ask your opinion on a possible alternative scheme to that. Supposing the Royal Military College will not take in all the officers, and therefore you cannot give them the education you wish to do, and you are therefore obliged to send some to the Militia, is it not possible to arrange an alternative scheme in this way (it is merely a suggestion on my part, but I should like your opinion on it), supposing under Mr. Brodrick's scheme, you had six large Army Corps Centres——?—We are going to have them, but we have not got them.

32. Suppose there were six centres, would it not be possible to make each one of those centres possess its school of instruction for officers, and that a practical school?—I forsee the possibility of making two, but not six.

33. Well, take it at three?—We could do something in the way you suggest.

34. We are omitting now the question about getting into Sandhurst which we have concerned ourselves with before; but supposing we have arrived at this, that we have got a satisfactory method of entrance into the Army and thereby ensured ourselves of the general education of officers before they enter the Army, and that we came to the conclusion that when they had once been accepted as candidates they had better devote their whole time to the practical and specific work as officers, which, I gather, is your view, then would it not be better, if possible, to have centres where either kind of instruction would be available, and where they would see the practice of Military manœuvering, and so on; in fact they would be habituated from their earliest time to the real regular work as much as it is possible in time of peace to give——? —Your question applies still to the Militia, does it not?

35. No, I am referring to all. I would say, as you ask that, that I should never like to do away, even although I had a qualifying entrance, or something of that kind, with the competitive, because I think thereby you get a very good class of men, and it would be a pity to lose them. If you had this scheme, even they should go, in my opinion, to the schools of instruction at the large centres where they would have an extended practice?—My answer is, that if you accepted my proposition, which is in these papers, for improving the instruction and increasing the time spent at Sandhurst, the school of instruction for the Sandhurst cadet would be no longer necessary at all; but I think your idea would be a great advantage for the sake of the Militiamen that cannot get the instruction in their battalion. Their battalion comes out only for 28 days in the year, and so to have a school of instruction for Militia officers would, I think, be a very happy arrangement. I do not think it necessary for Sandhurst, if Sandhurst is enlarged.

36. There is only one other question. At what age do you consider a man ought to be able to begin his actual duties? At what age would a man be fit to be an officer, fit for foreign service, and for all the duties, in fact—19, 20, 21, or 22?—If I could be certain of keeping the boy at home I should like him to join any time about 19 or 20, but if he is to join a battalion in India, I would sooner not send him abroad until two years later.

37. (*Chairman.*) But you would rather he would join in England before the two years?—Yes, if I could ensure his remaining in the United Kingdom.

38. (*Dr. Warre.*) Do you mean that he should join at Sandhurst, or join the Army?—I should like him to join at Sandhurst from 17 to 18, and let him come away from Sandhurst at 19 or 20 and go into the Army. I would not like him to go abroad, and I speak feelingly because I let my three boys go abroad, and every one of them came back broken down, and all in the same way. They were too young really; I sent them all to India or Egypt, and they all broke down.

39. That touches a question which is important, because, supposing you wish a boy at 17 or 18 to go to Sandhurst, you close his general education very early, and I would ask whether you would not get a better commodity in the long run by saying that you would not wish him to go before 19, because you get him more matured later? If 19 were the age there would be a better chance of giving him a general education up to that point, because I understood you to wish his education after that point to be wholly military and practical? —What I have said I have been thinking out for 40 years, and I would rather they went to Sandhurst about 17 or 18 than at 19 or 20. I admit they would be much better educated if your view was followed.

40. (*Colonel Jelf.*) And you would discontinue all education, except military education, from that date?—I want to make the education at Sandhurst like that

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of German officers; when they go on to parade on joining they can take a company at once. A fellow when he comes out of Sandhurst ought to have done his signalling, his musketry, and everything, and he could then go on to parade, and under the supervision of a Captain, instruct half a company.

41. (*Captain Lee.*) Would you exclude modern languages entirely from the Sandhurst course?—No, I should like to see one modern language, but I put everything behind his being able to instruct; he has not to instruct the private soldier in modern languages, and I put everything behind that.

42. But you think that if you were to include any general subject of instruction it should be a modern language?—Yes, I should like one language. I must say I am speaking against myself, because I was so slow in mathematics that I got through the Staff College on languages alone, but a language does not make an officer really. Of course it is a great advantage for a Staff Officer, but for the ordinary regimental officer, the sort of people we are talking about now, and not an attaché, the first thing for him is to teach him to teach his men how to kill the enemy. That is what we should keep in mind, and that should be the product of Sandhurst—an officer who will teach his men how to fight, as Molière put it, the whole art of war being to kill the other fellow without being killed.

43. You put musketry in the very forefront?—The musketry question has at last, after five years' wrangling on my part, been conceded for Sandhurst cadets. I am allowed to send them before they join their regiments to Hythe, and that is a very great step in advance; instead of looking on at a range, a boy will really be able to teach his men.

44. Do you think that sufficient encouragement is given to induce a high class of officer to take these instructional posts at the Military colleges?—At Sandhurst, do you mean?

45. Yes.—No, I should like to see the position improved, and to see it considered more as a Staff appointment.

46. Is it not at present considered as rather placing a man on the shelf, to give him an instructional appointment?—Yes, but we have not yet got rid of the idea, which has dominated the Army, that an instructor or teacher was no good. The Adjutant General said to me years ago: "Would you like to command the Staff College," and I said, "Yes, I would, very much"; he then said, "You are a great deal too good for that," and I said, "I am not good enough." And I pressed the late Sir George Colley to come home from India and take it, because I thought I was not good enough.

47. Does it not rather strike at the whole root of the education of these colleges if you do not get the best men as instructors?—Yes, but under Lord Wolseley we have gained a step in advance. What I have been referring to was under a former Commander-in-Chief, when education was looked down upon. I am an advocate for the practical side, because I felt the want of it, and a modern language has never helped me to get a company officer to teach his men how to advance properly over difficult ground.

48. (*Lieut.-Col. Hammersley.*) I think, sir, you have already said that it frequently happens that young officers, when they first join from Sandhurst as Second Lieutenants, are put into very responsible positions that they really are not fitted for, such as the command of companies?—Every day.

49. And you said that was due to the paucity of officers doing duty with their regiments?—Yes.

50. Is it not the case that senior officers have many other duties besides the command of companies, that is to say, the supervision and management of canteens shops, libraries, and so on?—Yes.

51. In addition to that, is not the present system of accounts very hard on Company Commanders?—Yes.

52. Monopolising a very great deal of their time?—Not only their time but the right-hand man of the Captain of the Company, the colour-sergeant, is practically struck off parade for six to eight days before the end of the month, and for four days in the first week of the month. The Captain of a company, therefore, loses his right-hand non-commissioned officer, the colour-sergeant, for one-third of the month if you take in Sundays.

53. That refers also to the time of Commanding Officers and the Second in Command, in looking into these accounts, especially if anything goes wrong with them?—Well, I do not want to give a false impression; I am not quite certain that the Second in Command does give that amount of time in every case. I do not think he gives the amount of time to the supervision of the company accounts; he does to those of the canteen and the institutes in most cases, but I rather doubt from what comes before me that he does help the young officer very much in supervising his accounts.

54. Do not Courts-Martial, Courts of Inquiry, Boards on Clothing, &c., take up much of their time?—Yes.

55. Does not this militate against sufficient time being devoted to Military training, and study?—It renders it absolutely impossible.

56. Are not a large number of non-commissioned officers and men taken away permanently from their regiments for various employments?—I have a return at the War Office, and I am very glad you have come to this because I made a note of it on the back of an envelope; rather more than half of the sergeants in a company are always away beyond their Captain's control. There is a paper about that, and I asked for it this morning, but it was in Lord Roberts's box, and I could not get it. There is a letter amongst my papers from Sir Redvers Buller, which shows that I had not made my case strong enough. Sir Redvers had written about the same thing, and enforcing it very strongly; I said that rather more than 50 per cent. of the non-commissioned officers were always taken away, but Sir Redvers has now made a stronger case.

57. Are not a certain number of non-commissioned officers and men for the most part of the year away going through classes of various kinds, in addition to whole companies being struck off duty for field training, musketry, and gymnastics?—Yes.

58. If, then, the senior officers have their hands full and only a few non-commissioned officers and men are left for duty and instructional purposes, is not the training of the young officer on joining his regiment likely to be somewhat insufficient?—I think it is practically impossible, or I would not have been making these suggestions I have made. Lord Wolseley wanted gymnastics done, and I said, "Sir, teach them to shoot first." I may say that available non-commissioned officers do not exist, so that you cannot teach a boy when he joins what I maintain should be taught to him at Sandhurst.

59. It is all the more important that he should be thoroughly taught before he joins?—That is so.

60. Do you consider the system of depleting regiments in the way described a good system?—Oh, no.

61. In fact you consider the system prevents the proper training of officers and non-commissioned officers and men?—I have put it forward, if you like to call for the paper; it is called in the office the *magnum opus*, and we have been at it for a year or two. I have said all that you have said, but I am afraid I tired out two successive Secretaries of State for War. Perhaps you think I answered very quickly, but I have been at this now six years, and it is to me a matter of the very greatest interest and importance.

62. Could you suggest any remedy, so that units should be made complete for the purposes of training?—I think it enough if you will call for this paper from Lord Roberts.

63. (*Chairman.*) Will you tell us the number of the paper?—I think I have got it here; it is $\frac{20}{\text{Gen. No.}, \frac{}{2320}}$ and I will undertake to ask that it may be given to the Committee.

64. (*Lieut.-Col. Hammersley.*) There is only one more point, whether your answer refers to all arms or principally to the infantry?—I have been talking particularly about Infantry, but the Cavalry are less educated—and I have been a Cavalry officer—than Infantry a great deal.

65. (*Captain Lee.*) May I ask you another question. You were speaking of the instruction of the cadets at Sandhurst in the practical duties which they would have to perform on joining their regiments?—Yes.

66. From my own experience as a cadet at Woolwich I learned nothing whatever of interior economy or of the duties of a non-commissioned officer, whereas at

the Royal Military College in Canada, at which I was Instructor for some time, the cadets had to go through the mill as corporals, sergeants, colour-sergeants, and to perform the actual duties of a non-commissioned officer with all its practical difficulties, so that on joining their regiments they were able to supervise the work of those non-commissioned officers. Do you not consider that in a two years' course at Sandhurst that might be adopted?—I have argued that also; I have asked what you just now are asking.

67. What have you to say as to the present system of calling them corporals in their last year?—It is only an empty honour.

68. It is meaningless?—Nearly so.

69. And the cadet comes out possibly knowing how to manœuvre three Army Corps against an enemy, but he does not know how to supervise the work of the pay-sergeant?—I quite agree; my feeling is so strong that I induced Lord Wolseley to allow me to order every Artillery officer to ride in the centre, wheel, and lead, and every Cavalry officer to ride in the rear rank, and that is in the King's Regulations, but he would not allow me to order an Infantry officer to wear a pack and march as I desired.

70. At Kingston they always wear a pack, and they have to clean their own accoutrements?—We shall never wear a pack again on service, so that I do not mind dropping that.

71. (*Chairman.*) Would you state your opinion of the proposal to substitute two months or six weeks' training of the cadet battalions under canvas in the summer for the summer vacation?—I feel quite certain that that would be a very good step. I am rather afraid of my friend; I think he wants me to drop the practical education under the promise that I shall get a boy for two months in camp, and I do not want to give myself away on that point.

72. Would not this result in the cadets learning all the practical side of military duties in the field under favourable circumstances, and so add greatly to his value on joining?—I think it would be a capital thing to put the boy under canvas, but I am not willing to forego any of the previous practical training.

73. (*Colonel Jelf.*) We have heard of a great number of failures of other branches of the Service in South Africa, but has there been any failure of the Field or Horse Artillery, except with their weapon?—I do not know that I admit the weapon.

74. Some people say the weapon?—I would sooner you asked the Commander-in-Chief that: I was not in South Africa. If you ask me whether I am satisfied that the instruction has ever been adequate I will say emphatically, "No, it has not been adequate;" but if you ask me as to what they have done in South Africa, I would rather not express an opinion.

75. If you have to teach Artillery in addition to Infantry and Cavalry at Sandhurst, would it not add unreasonably to the labours of an already overburdened establishment?—I should increase the establishment.

76. You are probably going to have to add to it in order to get more Infantry officers?—Yes, we have been trying to do with "a man and a boy" and now we are to have a regular establishment.

77. That is the only point I wanted to get at—about the Artillery?—As I have said, we propose to increase the establishment.

78. (*Dr. Warre.*) There is another question on a totally different point that I should very much like to get your opinion upon. From what you say I understand you are not at all satisfied with the present condition of the education of officers?—Absolutely dissatisfied.

79. I want to ask you a very large question, and it is this: I have it at heart very much, and so you may suspect me of anything in the matter. Supposing we were to be able to diffuse the elementary Military knowledge over the whole of the educated classes of this country, so that boys at school learned in their Volunteer corps and so on their instruction up to a certain point and that certain things in Military knowledge became general knowledge which every educated man possessed, would not the effect be that the general knowledge of Army officers would be very much raised?—Enormously, there is not a doubt.

80. That would lift it?—Enormously.

81. It is not impossible that that might be done, supposing it was properly attempted?—I feel quite certain that if parents would ever accept it we might do a great deal to increase Military knowledge, but my knowledge of the mercantile classes is that when I did propose this to a Glasgow merchant some years ago he said that sooner than have anything compulsory he would pay any amount. I said, "Would you sooner pay 9*s.* 6*d.* in the pound?" and he said he would rather pay 19*s.* 6*d.* in the pound than have anything compulsory.

82. That is hardly my point; it is this, that supposing with the goodwill of the schools throughout the land you had Volunteer corps at the schools and competent Military instruction up to a certain point given, that would induce throughout the educated class of this country a much higher standard of Military education than they have at present?—Yes.

83. I wanted to ask with regard to that whether it would not be good for the Army that its text-books should be entirely revised and that we should have elementary Military text-books which would contain nothing that the young officer would have to unlearn, but a good deal of common knowledge for them all; I should say primers on tactics, fortifications, engineering, topography, and possibly Military Law and Administration. Take, for instance, my experience of a Volunteer corps for about 40 years; if we had had proper books I am quite sure a very large number of our boys at Eton would know a great deal more about this than they can at present with the text-books they have got. Would it not, therefore, in your opinion, be a good thing that the text-books should be revised and put on an educational basis?—I am quite certain, sir, that if what you suggest were carried out it would make the Army eventually much more efficient. I know that you have done wonders for Eton, but you will forgive me for saying that I think the conditions in other schools are not as favourable. I have seen a good deal of other schools, and the conditions there are not as favourable. I am quite in sympathy with you as to the text-books in use in schools to a great extent, but I am afraid we should not get out all you anticipate from your experience. We should get it out of Eton, and we do get a great deal out of Eton now; but I do not know whether we should get it in the same proportion throughout the country as your question rather leads me to think you do. I am entirely in sympathy with it, and believe that the reason of the extraordinary efficiency gained in a very short time in proportion to the time spent arises from what is done in Switzerland, namely, that they do their reading at home in text-books, and every fellow takes a pride in knowing as much as he can before he comes out for the very limited period for which he does come out.

84. (*Captain Lee.*) Arising out of the point which Dr. Warre has brought forward, may I say that in the United States that system prevails in all the schools which correspond to our public schools; they are nearly all organised on a Cadet Corps basis, with uniform, Military instructors and elementary text-books, and Military subjects form part of the regular course at the schools; and as the system works with great smoothness there and makes the schools extremely popular, might not some understanding of the sort possibly be arrived at, at a conference of schoolmasters here?—I am in sympathy with it, but I doubt whether it would be as great a success as Dr. Warre anticipates.

85. (*Dr. Warre.*) Do you know that we sent round to the members of a conference, representing the biggest schools in England to the number of 102, the question whether Cadet Corps in schools should not be trained in relation to National Defence, and the number of absolute affirmative answers was 83 out of the 102; that they thought it was right and wished it should be done?—I am entirely in sympathy with you and I think it well worth our while to do it, but I think it will not obtain what I want. It will help what I want, but it will not attain it. I want to turn the man out of Sandhurst fit to teach his men at once their practical duty, and at present we only make him a boy with a feeling that he knows a great deal more than his Colonel.

86. (*Captain Lee.*) Would it not clear the ground greatly if he learned some of these elementary things at school? Would it not give you more time at Sandhurst to instruct him in his practical work?—Yes.

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87. (*Dr. Warre.*) He would start on a higher level altogether?—Yes.

88. There is another thing I should like to point out, and I should not like it to be said invidiously at all, that with regard to matters like education, I am sorry to say, so far as I have conversed with Military men upon the subject, I have found their ideas regarding it were very limited in a way; with the exception of a few, I have hardly ever found that they have taken a large view of education at all, and it has been rather narrow. Now, I believe if this were communicated to them so to speak *à priori*, we should get a greater sympathy with education in every way, and the whole thing would progress more systematically than it does now?—I am entirely in agreement with you.

89. (*Sir Michael Foster.*) I should like to ask you just one question. I came in rather late, but I gathered that you were urging that there should be two years of study at Sandhurst?—Yes.

90. And those studies should be distinctly Military?—Yes.

91. You spoke of them as practical?—Yes.

92. But I suppose, although distinctly Military, they would be in part theoretical?—Quite so.

93. Doing work in connection with lectures and so on, together with practical exercises in the field and elsewhere?—I was going to say pretty much what the Sandhurst course is now, only made much more practical in the direction in which Captain Lee was saying, they should be taught the duty of non-commissioned officers and of officers, which they are not at present.

94. Would each of the two years at Sandhurst be devoted to the same subjects? Would they take the same subjects in the first year and then repeat them in the second year?—There would be a gradual progression; it would not be at all all bookwork as it has been, in my opinion, too much up to the present time, but they would have a great deal of out-door work.

95. Would you say that the second year's studies would be more distinctly Military than the first. Would they be more narrowly directed towards killing the enemy?—No, I am quite willing to leave that to the other people on the spot; only my point is that the course at Sandhurst has hitherto been worked under the idea that the officer need not open a book again, in fact, that he can go on to be a Field Marshal; but I want him to be turned out to do the part of a company officer, and I want him then to go on to perfect himself and to understand that when he has joined the Army his education has only begun. A certain number of people will go on, and I hope that they will be promoted as soon as we get a proper system of selection in our Army.

96. My point was rather this, that these distinctly Military studies could, of course, be best carried on in such Military establishments as Sandhurst?—Yes.

97 But that the studies should vary to a certain extent in the degree to which they are narrowed to the Military end; do you think it would be possible that any of the earlier part of the studies could be carried on elsewhere, so that the time at Sandhurst could be more distinctly utilized and sharpened?—I do not think there is any possibility of taking a boy away from school and sending him, say, into a training battalion at Aldershot and Salisbury Plain, and then sending him to Sandhurst afterwards. I think if I were to adopt your idea I would just reverse it; I would first send him to Sandhurst and then follow Dr. Warre's idea of putting him under canvas for four months.

98. I was thinking of the theoretical side, whether any of the theoretical instruction might be obtained elsewhere?—I think not; after he joins I see no half-way house, and when he leaves Sandhurst, I think he must join his battalion. I think Dr. Warre is grumbling at me for wanting to get him into Sandhurst at 17 or 18, and I do not think you ought to do anything more before 17 or 18, except the general Military education Dr. Warre sketched just now.

99. You do not think any of the studies carried on at Sandhurst could be carried on elsewhere?—No, I think I would sooner take a boy from his public school with just what they have been teaching him there, and without trying to give him any Military education at the school.

100. (*Dr. Warre.*) You wish to keep up the Competitive, and you would wish to keep up also the Pass Examination; you would have the two?—Yes.

101. That is to say, for the Militia, you would have the Pass so as to show that the man has had a general education, and then you would subject him to the Competitive Examination afterwards, and in the case of the Sandhurst man, he would have his Competitive Examination, which, of course, would prove the other I should like to see the principle extended to all the Services of the State, that a man should prove that he has had a good general education, and then let him go on to specific things afterwards?—I am afraid I have not quite caught your question. I would like to say that the examinations at Sandhurst, in my opinion, are not nearly searching enough, and that men can be very idle at Sandhurst and still get into the Army.

102. That is not my point; my point was this, whether the first step, so to speak, before he comes to this training, was not to be the assurance that the man had got a good general education. What I wanted to put was this: We will take the Militia candidates. Supposing there was a fence put up with regard to them, namely, a Pass Examination which conferred a certificate, and they could not go as Militia candidates at all until they had got that; would you take that certificate as an evidence of their having had a good general education?

(*Chairman.*) You mean before they went to the Militia, such as, we will say, the University Certificates?

(*Dr. Warre.*) Yes, because the point is that they are complaining now of the low educational standard of these Army candidates.

(*Mr. Walker.*) You mean the Militia candidates.

(*Dr. Warre.*) Yes, the Militia candidates; it is no good blocking them with a preliminary if you are to take them on a higher level; but for the Militia, you have nothing of the kind, and you have no assurance whatever of the Militiaman having had a good general education before. What I wanted to ask was, Would you prefer that the Militia candidates or the candidates upon that footing should, previous to being admitted, pass an examination of that kind, to prove their having had a good general education?

(*Witness.*) I think that unless you are going to have absolute dunderheads, you must have some proof.

103. At present the system seems to my mind to be utterly wrong, namely, that you have here a literary examination mixed up with the Military one, which may go on till the time a man is 23, which seems to me ludicrous. Rather examine the man, and if he passes the Standard, let him go to his practical work?—I agree with you, but may I say that it is rather more a question for the Military Secretary than for the Adjutant-General.

104. (*Captain Lee.*) Do you not consider that the vacations at our Military Colleges are ridiculously long?—Yes, I have said so in the papers before you; I suggest that they should be reduced.

105. (*Chairman.*) The holidays are too long?—Yes.

106. (*Captain Lee.*) And not only that, but the time which elapses in ordinary peace time between the time a boy leaves Sandhurst and joins his regiment?—Yes.

107. And even between the time he passes into Sandhurst and goes to Sandhurst?—Yes.

108. I remember I spent three or four months after I had passed into Woolwich doing nothing; I then had very long holidays at Woolwich, and after leaving Woolwich I again had two months' holidays before I went to join my regiment?—Every bit of it is quite true. I should say, gentlemen, that I do not ask you to read all this, but if you would let your Secretary epitomise it, I have gone into the work here with Dr. Warre and other masters at Winchester, Marlborough, Rugby, and Charterhouse before I made up this paper. I saw what work they were doing, and Sandhurst does not do as much work.

109. I see you have put down in your paper 45 mental hours, 31 physical hours, and nine recreation hours; how are the recreation hours taken up?—I could not get the masters to answer that, I sent it out on the form, but they would not answer it.

110. (*Chairman.*) Could you let us have a return of the number of officers wanted annually to fill the

vacancies in the Regular Army and Militia?—That is a question for the Military Secretary.

111. (*Captain Lee.*) Do you not consider that the course at Sandhurst now, although it is short, is more practical than the course at Woolwich, which is much longer?—I do not know Woolwich sufficiently to say.

112. (*Chairman.*) Would you help us in this way? There are a few technical questions which may crop up dealing generally with your departments of the Adjutant-General; if we refer them to you, will you supply us with the answers?—Certainly, I will come or send at any time you like.

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The witness withdrew.

Mr. William J. Courthope, C.B., examined.

Mr. W. J. Courthope, C.B.

113. (*Chairman.*) You have been for some years the Senior Civil Service Commissioner?—Yes, since 1892.

114. I think for many years, since 1870, your department have conducted for the War Office the Literary Examinations for admissions to the Military Academy at Sandhurst and Woolwich?—That is so.

115. And for the Officers of the Auxiliary Forces, the Militia?—Yes, but we have ceased to do that now.

116. For some time you did it?—Yes, up to 1898.

117. And these examinations which you conduct and have conducted are all open and are all competitive?—They are.

118. You can give us—if not, I have no doubt you will put in a paper for us—a list of those subjects in which you examine and your system of marking?—The subjects are those prescribed by the Regulations. I can give you the results of our administration, not our system.

119. Generally, I take it, your object is to see in the first place that the candidates have a good general education?—It is, or rather to test whether they have had it.

120. That is before they take up their professional training?—Yes.

121. You see they have got a good, sound, general education?—That is so.

122. Such an education, for instance, as is and, at all events, can be given in our great public schools?—Yes.

123. Indeed, the subjects in which you examine are such as are found in the curriculum of the work of the public schools at the present moment?—I am not quite sure that I understand the point of that question, because we really examine under regulations which the War Office give us; it is not for us to prescribe that such and such a subject shall be taught in the public schools. The history of the scheme shows that the War Office wish the examination to conform as nearly as possible to the education given in the public schools, and we are the ministers of the War Office. We do not ourselves prescribe.

124. (*Mr. Walker.*) Do you settle the scale of marks?—Oh, yes, we settle that with the War Office. We administer the system once it has been settled by the War Office Regulations. Of course, we advise the War Office in the framing of the schemes of examination.

125. Are you responsible for it, or are the War Office responsible?—We are responsible for the administration of the system solely; the War Office are responsible for the regulations.

126. (*Chairman.*) As far as it has been brought to your knowledge, the system on which you go is one that is generally approved; it is practically conducted under the War Office?—We are the ministers of the War Office, but, of course, we conduct our examinations independently in our own way. We also examine into the age and character now; the War Office has handed that over to us.

127. As to the ages of the candidates?—Yes, we have to examine into the age and character; that has only lately been done.

128. You will be able to tell us, or perhaps you will be able to put in a note of, the subjects in which you examine, stating which are obligatory and which are optional?—Yes, they are all contained in the War Office Regulations.

129. Have you any statistics to show what proportion of boys come up for examination direct from the public schools and from private tuition respectively?—Yes.

130. Do you make that inquiry when you inquire into the age?—Yes, we always know the history of the education of each candidate, how far he has been educated at a public school, and how far he has received private education.

131. Can you tell us at all the relative percentage of those who pass from public schools or from private tuition?—At the present moment?

132. Yes—I can give you the statistics.

133. I mean in normal times; I do not mean in just a particular year where there has been an abnormal pressure on account of the war. Take it over a period?—I have taken the average over five years.

134. That is exactly what we want?—The percentage for Woolwich passing straight from the public schools is 78·7, 21·2 from the private tutors. That is between the years 1896 and 1900. For Sandhurst the percentage is 55·4, and passing from the crammers 44·5.

135. (*Dr. Warre.*) Is there any record of those who have been at the public schools before and have then spent a short time at the crammer?—I have that, and I will first state the number of those who have been less than a year at private tuition, then of those who have been longer. Out of 154 for Woolwich who came from the crammers, 93 were less than a year and 43 more than a year. Out of 473 who came after private tuition into Sandhurst, 226 were less than a year and 225 more than a year.

136. (*Captain Lee.*) Are these all the candidates,—or only the successful ones?—Those are the successful candidates.

137. (*Colonel Jelf.*) It is an extraordinarily good proportion direct from the schools to Woolwich,—78·7?—It is excellent; the Woolwich boys, of course, are much the cleverer boys.

138. And only clever ones would go up?—The change in the last 13 years is marvellous; when we last went into the subject, which was in 1888, just after I was appointed Commissioner, not more than 33 per cent. came into Woolwich direct from the public schools, and not more than 12 per cent. into Sandhurst.

139. (*Captain Lee.*) May I ask about how many candidates come up now for each vacancy, on the average, in Woolwich and Sandhurst?—This is a table showing the proportion of those successful amongst the competitors at the Army Entrance Examinations between 1896 and 1900. I have taken them year by year, but, perhaps, you would not care to have each year. For Woolwich, the total number of candidates between 1896 and 1900 has been 1,924, and the number successful has been 805, the percentage, therefore, being 41·8. I am bound to say that, in the last years, the numbers have fallen off very much. For Sandhurst, the total is 4,245 for the same years, and the number of successful candidates 1,264, the percentage being 29·7.

140. The competition is much keener at Sandhurst?—Yes.

141. In view of the great scarcity of officers referred to by the Adjutant-General, do you think, out of the large number of rejected candidates, especially for Sandhurst, there is good material for officers; I mean that, with a small reduction in the standard, you would get in a good many?—Four years ago I should have said so; I should have said that much the better way for recruiting the Militia, for instance, was from those who just failed to get into Sandhurst. I have made out here a comparative table of marks, showing, from year to year, the number of marks earned by the hundredth successful candidate for Sandhurst and the fiftieth successful candidate for Woolwich. In June 1891, when I began to observe it, the number which was necessary to get into Sandhurst was 6,081, and between 1891 and 1898 that rose from 6,081 to 7,666. It has now, I am sorry to say, fallen to 5,727, so that it is less now than in 1891.

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142. (*Dr. Warre.*) Is that owing to the war?—I suppose it is.

143. It is is an abnormal time of disturbance?—I suppose it is abnormal, but I am bound to say that it went down before the war began,—it went down in 1898 for some mysterious reason which I cannot fathom at present.

144. (*Chairman.*) You noticed it before the war began?—Yes, it began in 1898; up to June 1898 it was all right, but then suddenly, in November 1898, it dropped 1400 odd.

145. (*Dr. Warre.*) Did you observe in the examination at that time that the papers were harder?—No.

146. There was no variation in the level?—We always keep the standard as steady as possible.

147. (*Colonel Jelf.*) And no variation in the subjects?—No, and it has continued to decline, or at any rate it has kept down.

148. (*Mr. Walker.*) Did you notice if the number of vacancies was greater?—Well, not in that year. The War Office told us that they wanted more officers, but I do not think they took very many more. Besides, I am giving you statistics here of the hundredth successful candidate, so that it is always the same.

149. (*Captain Lee.*) You were not requested to lower your standard by the War Office?—Not at all; our standard has been kept the same.

150. You have no minimum number?—Practically none is required in the competition. We take as many as we can get.

151. Quite irrespective of the marks?—Yes, the number of marks required for success in the competition is still considerably above the qualifying minimum, though the numbers in the field have fallen off very much.

152. (*Chairman.*) Did you find that the average relative marks gained by the Cavalry and Infantry fell in the same proportion?—I have no doubt it would be so; I have not gone into the question of the Cavalry, but it is pretty certain they would have followed the same line.

153. (*Dr. Warre.*) You say you do not conduct the Militia Examination?—No.

154. When you did conduct it, was the level of the literary qualification of the Militia candidates lower than that of the Sandhurst candidates for the same examination, or was it a separate examination?—They had a separate examination, but they were examined in the same papers.

155. Was their educational standard very much lower?—Oh, yes, comparing the two examinations, as a whole, the Militia candidates were very inferior.

156. That is to say, you did not examine them up to the level of the Sandhurst cadet at all?—They had the same papers, but their intellectual standard was very much lower.

157. Did they take all the same subjects?—Yes, it was the same scheme of examination.

158. Can you tell us why there was a change made with regard to it?—Why we no longer conduct the examination, do you mean?

159. Yes?—That is a mystery I cannot fathom at all.

160. *Inter arcana?*—Yes, it is a question for the War Office.

161. Was there a difficulty on the part of the Militia officers in obtaining a sufficient standard of marks, that is to say, they could not get the number of Militia they wanted by means of the literary examination?—I do not think so. The War Office, a certain number of years ago, communicated with us, asking us to raise the minimum standard for qualification, and we did so; we raised it from something like 3,500 up to 5,000, with very good success.

162. How long did that continue to be good?—Up to 1898 I think it was, in which year the War Office communicated with us, asking us to reduce the qualifying minimum to 4,500. They gave us no reason, but we did it, of course. Now it has got up to 4,600, Everything is abnormal, at present. I do not think they wished us to stay at 4,500; they gave us no reason, but I suppose they wanted to get more officers.

163. (*Chairman.*) For that particular year, do you mean?—Yes. We asked whether we should go up again to 5,000, as was originally agreed, and they did not discourage that view. However, we thought it advisable to leave it at 4,600.

164. (*Dr. Warre.*) I understand you do not conduct that now?—No, not now; but we have still a qualifying minimum for a certain number of candidates.

165. (*Mr. Walker.*) You still award that qualifying minimum?—For the King's Cadets.

166. (*Captain Lee.*) In your opinion, is the average boy who passes into Woolwich better educated than the boy who passes into Sandhurst, taking the parallel numbers on the list?—He is a much cleverer boy.

167. (*Sir Michael Foster.*) He gets more marks?—Yes, there is a slight difference in the scheme of examination; the Woolwich boy is obliged to take what is called "Mathematics ii." in the common scheme; while the mathematics which are required for Woolwich are only regarded as optional for Sandhurst. The Woolwich boy must also take chemistry and heat; the Sandhurst boy need not.

168. (*Lieut.-Colonel Hammersley.*) Although he has a higher knowledge of mathematics, it does not follow that he is better educated?—No.

169. (*Chairman.*) He has not a better general education?—He has practically the same general education as the Sandhurst boy; they both go through the same mill.

170. (*Dr. Warre.*) Have you any minimum in each of these tables? if a boy does not get a certain number, is a certain number subtracted, that is to say, must he get over 250 on 2,000?—Not at this examination; that is confined to the Indian Civil Service.

171. (*Sir Michael Foster.*) Every mark that he gets tells?—Yes, there is no need for such a deduction in the Military examinations, because the number of subjects that they may take up is limited, and, therefore, there is no necessity of cramming up a large number of subjects to get marks.

172. (*Dr. Warre.*) You used to have a preliminary examination?—Yes.

173. And that was found to be worse than useless and was given up on the ground that it was no good at all?—No good.

174. Not at all wishing to revert to that, would it not be possible to have an examination somewhat on the lines adopted by the Germans, partly conducted by the Universities and partly by the Civil Service Commissioners which would, so to speak, give a guarantee as to the man having had a good general education, that examination being taken at the age of from 17 to 19, being simply a pass and not a competitive examination, but still a pass of a sufficiently high standard? Would it be possible for such an examination to be conducted by several different bodies, say, by the Universities and by the Civil Service Examiners, and so on, such an examination being a preliminary to any employment by the State?—It would be perfectly possible for us to examine candidates with a view to testing their qualifications. If you had more than one examining Board, I think difficulties might arise.

(*Mr. Walker.*) Something like the Oxford and Cambridge Leaving Certificates.

175. (*Dr. Warre.*) That is what I mean, and it would meet what the military authorities desire very much, namely, that a man who had this guarantee that he had had a fair education should be able to proceed to the practical business of his profession?—Practically success in the competition is a guarantee that a candidate has had a sound education. But nothing would be easier than for us to declare, in the case of any candidate, that he had reached the required minimum in a pass examination.

176. There would be no difficulty in that in your case at all?—No.

177. Keeping on a standard which would be on a level that might be agreed with the Universities for a Certificate Examination? — It would be simply a question of examining them when they came up, but as to the expediency of having several examining bodies I offer no opinion.

178. That would not be at all on the same lines or open to the same objections as the old preliminary examination?—No, the old preliminary was simply with a view to letting boys into the "further," and the result of that was that stupid boys kept coming up again and again and always failing, and a large

number of them were removed to crammers without any chance of their getting through afterwards.

179. (*Captain Lee.*) There is one question which is perhaps rather delicate, in view of the composition of the Committee, but perhaps you have figures which would answer it; have you any reason to suppose that the preliminary instruction given at any particular educational establishment is more successful in providing candidates for the Army than any other?—We could find out which school does the most.

180. If there is a better system of instructing candidates for the Army at any one educational establishment than another, I would like that to be stated?—At this moment I have a particular school in my mind which has always been very successful in the competitive examination.

181. (*Sir Michael Foster.*) That is to say, that a larger number of the candidates pass?—Yes.

182. (*Chairman.*) A larger proportion relatively to those sent up?—Yes.

183. (*Colonel Jelf.*) I thought it had not been so much the case lately: do you think it is so lately?—I have not looked into the particular schools lately, but when I last looked into them I was struck with it.

184. (*Sir Michael Foster.*) How many subjects is a candidate allowed to take up?—He would take up at Woolwich nine altogether, I think; it is all in the regulations.

185. Never mind the exact number. Have you any idea as to whether the successful candidate gains his total number by a fair average in a large number of subjects, or by heaping up in one or two subjects?—He cannot do that; he must spread them over the whole surface.

186. Will he not get more in one than in another?—Yes, according to his attainments and accomplishments that would be so.

187. (*Chairman.*) Is there a minimum in each subject?—No, there is no obligatory minimum.

188. (*Sir Michael Foster.*) What is the ordinary result? Is a man obliged to take up the whole nine?—He need not take them all up, but if he did not take up as many as he is allowed, he would diminish his chances of success in the competition. If he is a brilliant mathematician, for instance, he might get in without knowing Latin.

189. Is it the custom that a man takes up a good many subjects and scores moderately in each of those, or that he takes up a few subjects and scores very heavily in the few?—Practically they all take up the same number; they are obliged to do so by the stress of the competition. According to the arrangement of the scheme a certain number of subjects must be taken; that is to say, as to the subjects in Class I. the candidates have no choice; and then they are allowed beyond that to take from Class II. according as they go in for Woolwich or Sandhurst one or two subjects from the optional class.

190. There is a certain choice of subjects?—There is a certain choice.

191. Which brings in most readily the greatest number of marks, and all the men follow that same course?—No, that is not so, because in the optional class each subject is marked the same.

192. I understood you to say that the most of them took the same subjects, or took the things in the same way.—I think that if you look at the Regulations you will understand what it is. Pages 4 and 5 of the Regulations show that under Class 1 a certain number of subjects are arrranged in which there is no choice at all; they must, as a rule, take all those. Then in Class 2 they may have their choice; they can only take one or two, as the case may be, out of those, but each subject in that class is marked exactly the same.

193. A man might get the same total in two different ways; he might get a relatively small but an average similar number in all the subjects, or he might have very few in some of them, and a very large number in the others?—According to his attainments.

194. Could you tell me which is the more common course adopted?—You mean as to the choice of optional subjects?

195. Yes?—I could tell you the various combinations of choice.

196. I want merely broadly from your experience?—I could not tell you without analysing the statistics.

197. It has not made any impression on your mind?—Yes, it has made a great impression on my mind; it is one of the most interesting things to see the various combinations of subjects; and I gave full statistics illustrating the point to Lord Sandhurst's Committee, but I cannot give you fresh statistics without further examination.

198. It is not exactly the combination; what I want to know is, whether it was the more common practice to gain success by a fair average number of marks in each of the subjects, and the usual number of optional subjects, or whether those men who came up higher got their places by very heavy marking in a limited number of subjects, and, relatively small marking in others?—I cannot tell you without a large amount of analysis; I could not possibly answer straight off. I can merely answer you generally, that it would be quite possible for a man, say, to omit Latin altogether, and, being an exceedingly brilliant mathematician, and very good in science, to get in *minus* one of the subjects prescribed in Class I.

199. That would be exceptional?—Most exceptional; as a rule, they are pretty well spread over the whole surface.

200. That is what I want to know; they spread themselves pretty equally over all the subjects?—Certainly.

201. (*Dr. Warre.*) Looking at it from the educational point of view, do you think that we schoolmasters might say, "We no longer are competent to prescribe "the subjects of education in public schools, as, practically, the thing is prescribed for us by examination?" Having had a great deal of experience, do you think that the arrangement of subjects is such as to be guiding education in the right way? It is a large question perhaps, but, having had opportunities of observation, perhaps you will be able to tell us something in regard to that. The point is, whether you think the Syllabus of Examination is satisfactory?—I think it is a highly satisfactory one; I cannot imagine that you could get a better, looking to the age and varied tastes of the boys. I think it provides for what the Director General of Education described some time ago as the thoroughly well-grounded education of an English gentleman.

202. We sometimes hear complaints of stress of competition, and that a scientific boy, or a boy taking a particular line, does not get an opportunity in the voluntary subject of presenting what they want: given a certain system of obligatory instruction, would it not be wiser to increase the number of voluntary subjects, so as to include a larger range for special talents, or do you think the list of voluntary subjects is already large enough?—I think it is very representative; it takes in modern languages, science and English history. I think, myself, it would be a great mistake to put in more modern languages, nor do I see how you could extend it usefully in the scientific direction.

203. Without using the term invidiously, because I do not wish to use it at all in an invidious way, and you will understand what I mean by the question: in these voluntary subjects do you think there are some or many of them which lend themselves to being, so to speak, got up for the examination, without benefiting the boy's education?—Speaking of the scheme as a whole, I do not.

204. It is not your view that any of these give evidence, so far as the examination is concerned, of having been the special subject of cramming?—No.

205. You can have cram in public schools as well as anywhere else, but I am referring to that kind of teaching where everything is for examination, which I think is rather abhorrent to true education, whether at a public school or anywhere else?—The only subject which lends itself readily to cram is, probably, English History.

206. (*Mr. Walker.*) I have noticed cases where that has occurred?—I think it is almost impossible to avoid it entirely.

207. I know boys get very substantial marks who know nothing about it after having 14 lessons from a good teacher?—It must be compressed into a small compass, and the same questions must be recurring again and again. Of course, if it were possible in an English Public School to teach English History in the same scientific way, and to the same extent as at Oxford, for example, it would be easier to defeat mere cramming in that subject.

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208. (*Dr. Warre.*) Is the English History confined to any particular period?—There always is a special period prescribed besides the general knowledge of the subject.

209. That lends itself to cram at once?—I do not think so more than the subject generally. The candidates have to acquire a wider and more detailed knowledge of the special period.

210. (*Colonel Jelf.*) Has it ever been proposed to give marks for physical pre-eminence?—Yes.

211. But it has never been adopted?—No, many schemes have been put forward, but I have never yet seen a scheme which seemed to me very practical.

212. (*Lieut.-Col. Hammersley.*) Surely geology, physics, chemistry and heat all admit of cramming, do they not?—They admit of it.

213. I have known an officer pass in geology at the Staff College who started the subject the night before the examination?—We have to do with competitive examinations. It is our business to defeat cram as far as we can, but all subjects, in so far as they can be got up from text-books, may lend themselves to cram. We have, however, a practical examination in all the scientific subjects.

214. (*Sir Michael Foster.*) Is not geology one of the favourite optional subjects?—I do not think it is a specially favourite one; I could give you all the statistics with regard to the various subjects by looking into them, but I cannot tell you straight off. The physiography and geology is what you refer to?

215. Yes?—It is taken by a fair number.

216. Is it not taken by a large number?—Not a very large number compared with some others.

217. I mean of the optional subjects?—It is not one of the most popular subjects. Greek, of course, is the least popular on account of its difficulty, but this is often taken by the abler boys.

218. (*Captain Lee.*) With reference to that difficulty of cramming, which is very evident, do you think that it would lead to a more satisfactory result in getting a candidate with a better general education if the subjects in Class I., we will say, were all obligatory, with a minimum number of marks for each subject on which the candidates would be marked? Do you think you would get a better educated boy in that way than if you give him a whole list and allow him to take up as many as he chooses?—Are you presenting to me two alternative schemes, one entirely obligatory and the other entirely optional?

219. No, I am taking the practice which exists, for instance, in the Staff College Examination where the candidate is obliged to take up eight or nine subjects, and is obliged to get a minimum number of marks for each, otherwise he is not marked in the subject in which he is deficient, and he practically drops out of the examination?—In great open competitive examinations there is no need of a minimum.

220. Only that you prevent a man who has merely crammed up a subject the night before from being marked?—I think it is quite impossible, speaking of our own examinations, that a boy could enter an examination on what is called superficial cramming with any hope of success.

221. I must differ from you, because I have done it myself?—In our examinations?

222. Yes.—There may be possibly brilliant exceptions, but I am convinced that, as a rule, it is impossible to attain success in our Military examinations without thorough and steady work.

223. I know it is possible both in the examination passing in to Woolwich and in the examination passing out of Woolwich, for a boy with really very little knowledge of a subject to be so crammed that he can get enough marks to help him over the stile, and I can name two or three subjects.

(*Chairman.*) Especially modern languages.

(*Witness.*) I can only say that in all our examinations in languages, ancient and modern, the candidates have to translate passages, of which they have no knowledge beforehand, from and into English, and I do not know how they can do this unless they have acquired a sound knowledge of the language.

224. (*Captain Lee.*) Do you not consider it possible under our present system for a boy to get fair marks in modern languages without really having much knowledge of these languages?—No, utterly impossible I should think. We have the most experienced examiners in the country; they know the ropes thoroughly; there are no set books, and therefore it is exceedingly unlikely that a boy, having a piece set for him over so large a surface, would find one which he had been able to get up before. In modern languages this is particularly the case on account of the wide extent of the literatures.

225. (*Mr. Walker.*) In the examination for the Indian Civil Service is it not the fact that the Modern Language examination is considered by all the men one of the hardest?—Yes, I should think so.

226. Practically speaking, all my boys go from nine to ten weeks abroad before going in for the French examination?—That is, I suppose, to get the colloquial 400 marks.

227. (*Chairman.*) You have no minimum marks at all, no qualifying marks as in the examination for the Diplomatic Service or Foreign Office?—No.

228. There the candidate, whatever his aggregate may be, unless he has got a certain numbers of qualifying marks in each subject or in certain subjects, is spun?—That is so, but on the other hand it is to be remembered that the examinations for the Foreign Office are only by limited competition. The open competition renders all minima entirely unnecessary.

229. (*Captain Lee.*) I know very often in Woolwich and Sandhurst a boy who is a very brilliant mathematician at school and perhaps good at modern languages will pass in on the strength of those alone, without getting many marks on the other subjects of general education; do you think that desirable?—According to our experience it is not the case. We analyse these things with great minuteness and we do not find the general experience to be in accordance with your statement.

The witness withdrew.

Col. A. M. Delavoye.

Colonel A. M. DELAVOYE examined.

230. (*Chairman.*) You are Assistant Military Secretary, and you were formerly Assistant Director of Military Education?—Yes.

231. For a great many years you have dealt with the education of the officers of the Army?—Yes.

232. We understand that since 1870 or 1875 the Civil Service Commissioners have been responsible for the conduct of all entrance examinations?—Yes.

233. They are now responsible, I think, for the Entrance Examination to Woolwich, to Sandhurst, and for University candidates, but not for Militia candidates?—That is so.

234. Can you tell us since when the Militia examination has been taken from the control of the Civil Service Commissioners?—About two years ago, I think.

235. That examination is now settled by the War Office entirely and not in conjunction with the Commissioners?—That is so.

236. With regard to the subjects for Woolwich and Sandhurst examinations, are those subjects settled by the War Office or by the Civil Service Commissioners?—The two departments together.

237. And they together arrange the relative marks to be given for the various subjects of the examinations?—Yes.

238. All these examinations are, I think, competitive?—Yes.

239. In fact, I may say, that the only entrance now to the Army—except in the case of King's cadets, and possibly at present owing to the pressure of war when a large number of Commissions are given in the field—is practically by open competition?—Yes, except when there are fewer University candidates than commissions offered, when we take them on their University qualifications.

240. That is the only door through which an officer can enter the Army?—Yes.

241. Do you always find that you have enough candidates from Sandhurst, from the Militia, and the Universities respectively to make the examination competitive?—It has been so up till recently; I cannot say there has been such very keen competition latterly—in the last 18 months.

242. But at all events you have not had more vacancies than you have candidates for?—Well, last time for Sandhurst I was not able to fill the place; I took every qualified candidate, and I was not able to fill it, and for the last three examinations, I think, there were fewer candidates than commissions offered to University candidates.

243. I ask you whether the War Office are satisfied with the class of candidate they get both intellectually and physically?—Yes.

244. And you have not found any deterioration in this respect?—No.

245. You do not find that in this last year, when you have had to take practically everybody you could get, you have had to take a class of candidate whom you think would not be so efficient?—We have taken a large number in the last 18 months direct, and I should say we shall find later on that a large number of them are deficient in education.

246. You think you will find that?—I am certain of it.

247. (*Colonel Jelf.*) You are referring to the men who have been taken on in the field in South Africa, and so on?—Direct commissions without any examination.

248. (*Chairman.*) Who have not had any competitive examination?—None.

249. (*Captain Lee.*) In what way will you find out?—I had a case brought before me the other day; a gentleman went up for his examination in A and B at Aldershot, and he passed his examination, but he could not spell a word, so the paper was referred up.

250. But otherwise, except in a glaring case like that, you would have no means of knowing whether he had qualifications in mathematics, French, or geometrical drawing?—No.

251–255. (*Chairman.*) With regard to the present syllabus for Sandhurst, do you arrange it with the Civil Service Commissioners, and are you jointly responsible?—That is entirely arranged between the two departments, and they carry it out.

256. (*Captain Lee.*) With that dual control, it seems to me difficult to place the responsibility for the choice of subjects. Do the War Office and the Civil Service Commissioners decide what papers shall be set on those particular subjects, or do the Civil Service Commissioners have anything to do with the choice of subjects in the first place?—The choice of subjects has been settled by the Royal Commission of 1870 and by the several Committees that have sat on Military Education since. The last one was the Committee of Lord Sandhurst in 1893 or 1894. They settled the subjects, and the Commissioners examine in those subjects.

257. Did the Royal Commission appoint a relative value to those subjects for marking purposes?—Yes, the Royal Commission of 1870 did, but it is a long time ago, and it has been altered since.

258. As to the existing schedule of marks, is that laid down by the War Office or the Royal Commission?—It is laid down by the War Office, on the recommendation of the Royal Commission, and the Committees.

259. (*Chairman.*) At all events, the present syllabus is one that is satisfactory to the War Office?—Yes. Of Lord Sandhurst's Committee, Lord Francis Hervey one of the Commissioners, was a member.

260. With regard to the syllabus and its marking, at the present moment, it is one with which the existing military authorities have no fault to find?—No.

261. Can you tell us—if not now, by sending us the particulars—the average number of vacancies at Woolwich and Sandhurst, respectively, per annum?—Sandhurst there is no difficulty about; we can only put 360 in the place, and they are there for a year, so that there are 180 each half year, and some of those places are filled by King's Cadets, King's Indian Cadets, and honorary King's Cadets who go to the Indian Staff Corps.

262. And with regard to Woolwich?—With regard to Woolwich, I think there are 300 cadets there now, and that would give 75 every half year.

263. What is the limit of age for entry at the two—the same?—No; 16 to 18 for Woolwich, and 17 to 19 for Sandhurst.

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264. And the cadets are kept respectively at those institutions for what period?—In ordinary times, two years at Woolwich and a year at Sandhurst.

265. Of course, we recognise that this war time is an abnormal time?—Yes.

266. Can you tell us how many commissions are granted annually at Sandhurst, Woolwich, and University, from the Militia, or can you let us have those particulars?—I had better let you have those.

267. I suppose the number varies according to the exigencies of the Service; it is not a fixed number?—The Militia is fixed in the Regulations at 200 per annum; that is, from the Militia to the regular Army 100 at each examination, or 200 altogether.

268. And that is the maximum number?—Yes.

269. You give that actual number?—Yes.

270. From the moment of the entrance of the candidate to Sandhurst and Woolwich his education as a cadet comes entirely under the War Office. The Commissioners have nothing to do with him?—Nothing.

271. You will, perhaps, put in for us the present curriculum at Sandhurst and at Woolwich?—Yes, I have them all here. (*They were handed in.*)

272. Is the curriculum at Sandhurst the same for cadets who hereafter are designated for Cavalry or Infantry; it is the same curriculum?—It is the same for all at Sandhurst.

273. And the same for Engineers and Artillery at Woolwich?—Yes.

274. I understand, from the evidence we have had this morning, that it is, if not the fact now, the intention, that Field and Horse Artillery should, in the future, go to Sandhurst?—Yes, they have decided that.

275. And Garrison Artillery and Engineers to Woolwich?—Yes.

276. (*Captain Lee.*) Has that been decided?—Well, it has been so far decided that it is on paper, but Sandhurst, in its present condition, does not accommodate anything like what we want, so that to talk about putting Artillery there until it has been arranged to give us a sufficient number of Cavalry and Infantry, of course, is——

277. (*Dr. Warre.*) It is a counsel of military perfection which has not been arrived at?—That is so.

278. (*Chairman.*) And, of course, as the War Office are responsible, they are naturally satisfied as to the curriculum at Sandhurst, and they do not desire to see a larger amount of time spent on purely military and technical subjects?—I do not think they are quite satisfied with the curriculum at Sandhurst.

279. Have you considered whether a larger amount of time should not be given to purely military and technical subjects?—Are you asking me my opinion?

280. I am asking you your opinion as the opinion of the military education department of the War Office?—I am not so sure that my opinion tallies with everybody else's.

(*Sir Michael Foster.*) Would it not be very desirable to have the witnesses' private opinion as well?

281. (*Chairman.*) You have given us, in the first instance, that answer, but I would ask you now your private opinion, whether you think the curriculum at Sandhurst is satisfactory, or to what extent it might be amended?—I think at Sandhurst there are two subjects which are very well taught, and I say so from having spoken to cadets and others, and from my own experience, when I was a cadet there, but, of course, that is some time ago. Military engineering, is very well taught, and I fancy the cadets take a great interest in it, and that it is of value to them throughout their career. Topography also is very well taught there, and those I have spoken to recently have told me that they took a great interest in it, and that it was very good. As to the remainder of the military subjects taught, there is great dissatisfaction, and I can quite understand it. Take the case of Military History, it is a most interesting subject, but the time allotted to it, and the number of lectures given on that subject, turn it into a farce. With regard to Administration, a great many of the boys do not know the meaning of

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the terms that they are lectured on, and as to Military Law, I think a great deal more is done than is necessary. Then as to Tactics, talked about and not shown, it is of very little value.

282. That brings me up to a question I was going to ask, whether you think more time might be given to Military History, and subjects of that sort?—Yes.

283. With regard to modern languages, a certain amount of time is devoted to French?—Yes, but the time is so very, very small, that it is of very little use.

284. You think the time, practically, is wasted?—Yes, I forget how many hours it is a week that they have, but it is very, very few.

285. (*Dr. Warre.*) It is two, I think?—What is the good of that?

286. (*Chairman.*) The course itself at Sandhurst is so short?—With a one year course, of course it is a waste of time to attempt to teach languages; all that can be done is to keep up the knowledge already acquired.

287. And I take it the same difficulty prevails there as in many other schools with regard to the efficiency of the French class?—Well, I think we have got two very good men there now, but when you consider that out of the 180 there would be 35 Indian Cadets who would be doing Hindustani, and say there were 20 for German, the remainder have to be dealt with by only two men.

288. Is it not rather notorious that the French class there is a fairly good bear garden?—I have not heard that. From what I remember when I was a cadet, it is very likely, but it ought to be impossible.

(*Mr. Walker.*) What means do you take in such a place as Sandhurst to secure work?

289. (*Chairman.*) I will ask that question. What means have they of not only securing work, but may I say discipline at the same time?—At Woolwich there is a great inducement to work, because they get Engineer Commissions and over and over again a boy going in at the bottom has come out at the top and secured an Engineer Commission; consequently there is a steady competition right away through the time they are in residence. At Sandhurst there is no inducement to work at all. When I was a cadet a certain number of free Commissions were given, it was in the days of purchase, and naturally those who were not very well off worked very hard indeed to get a free Commission, and consequently there was a steady competition then.

290. (*Mr. Walker.*) Do they not now work for the Indian Staff Corps?—Yes, but unfortunately they get Indian Staff Corps before they go in to the College, and they compete keenly for Indian Staff Corps going in. I have noticed however many cases of a boy getting Indian Staff Corps and being high up the list who comes out at the bottom; he has got what he wants, and consequently will not work.

291. (*Dr. Warre.*) That is an important point, if there is no inducement at all to work at Sandhurst as you have described?—None whatever; there are a certain number of boys, as you will always find, who work for the sake of work, and who take a pride in taking a high place.

292. (*Captain Lee.*) And there are the prizes too, I suppose?—Yes, but I do not think the prizes have much effect.

293. (*Colonel Jelf.*) That point about the Indian Staff Corps might be met by making the competition subsequent to entry?—Yes, we have tried to get that done, and General Sir John Gordon, who is on the Council I think now, is strongly in favour of it, but then comes the difficulty of the King's, Indian, and Honorary Cadetships, which are patronage.

294. (*Dr. Warre.*) Would you recommend, in relation to what you have just said, a system of ante-dating Commissions, holding out an inducement to work and giving them no less than they get now by ante-dating the Commission; that is to say, now a man gets his Indian Staff Corps, we will say, on January 1st, 1901, and he does not finish up so as to be able to take advantage of it until January 1st, 1902; supposing he came out in front on January 1st, 1902, by ante-dating his Commission to January 1st, 1901, you would put him in no worse place than he was before, and you would have preserved the inducement to work all the time, would that be a good system?—I do not know that boys of the age that they are at Sandhurst would quite understand the value of an ante-date. And another thing you have to consider with regard to that is that by ante-dating boys of that age, because they are full young, you may say, you would be giving them an enormous advantage over the men coming through the Militia, and men coming through the Universities, who are, as a rule, much older.

295. But, I understood you to say they got that now by having this position before they go in?—No; they are not gazetted until they leave the College.

296. (*Chairman.*) Now with regard to this question of inducement which has just been raised, as our reference extends not only to the question of the preliminary examinations, but to the education of the young officers after they have joined the Army, has any consideration ever been given to the question of making it an inducement pecuniarily, or otherwise, to an officer to take up foreign languages?—Yes.

297 What do you give interpreters?—We give an interpreter in all 200*l.* for certain languages, not in French and German.

298. But I understand every officer generally returns himself annually as being capable of speaking French and German, or a great many of them do?—A great many of them do.

299. Is there any test employed to show that they can speak French or German?—That depends entirely on the Commanding Officer.

300. If the Commanding Officer likes to pass the statement of his officer that he is efficient in French or German, it is taken?—Yes.

301. And it is notorious to us as laymen that these claims are constantly put forward, whereas if an officer is personally asked in a foreign language, he is absolutely incapable of answering it?—I think that is very likely.

302. But you say the responsibility for that rests with the Commanding Officer?—Yes, he sends in returns, and it is his business to see that they are correct.

303. You have no sort of system such as they have in the Diplomatic Service, by which, although certain languages are compulsory, a pecuniary advantage is given to the officer on qualifying in other languages?—Only this Interpreters' Examination, and the reward is for Russian, Turkish, Arabic, and Chinese.

304. I understand that so far as the two most useful languages are concerned there is no inducement at all?—No.

305. (*Colonel Jelf.*) Except you have a letter after your name?—You are put in the list of interpreters in the Army List, and I call them up after about five years, and tell them that they are to be re-examined; and if they do not come up, or do not pass, their names are taken out of the list.

306. (*Chairman.*) That only applies to those special languages you mentioned?—To all the languages.

307. Not French and German?—Yes.

308. As interpreters?—Yes; the men whose names will be in the Interpreters' List in future will be able to interpret, because a gentleman who declines to come up to prove that he can interpret is taken out.

309. (*Captain Lee.*) Do you think it is possible in the Sandhurst course to introduce any inducement which would make cadets work while they were there, such as there is now at Woolwich, for instance?—Well, the only inducement that I can see, situated as we are now, would be a pecuniary one. I suggested that some time ago, and I was told it was *infra dig.* I am not aware that it is more *infra dig.* to get 100*l.* on coming out at the top of the list than it is to get 200*l.* to interpret.

310. Is it the Toombs Memorial Prize at Woolwich which is the pecuniary inducement?—Yes, and a very small one.

311. (*Chairman.*) There is also a precedent in the Diplomatic Service?—I think an outfit allowance of 100*l.* appeals to everybody.

312. (*Captain Lee.*) To take you back to Sandhurst and Woolwich for a moment, do you not think it important to endeavour to raise, as far as possible, the professional status of the officer instructor at Sandhurst and Woolwich; do you think you get the best class of men now?—No, I do not think you do.

313. (*Mr. Walker.*) I suppose from time to time you have enthusiastic instructors there whose merits are

recognised by the men?—Yes, at all times there are men who are first class.

314. (*Captain Lee.*) But they are men in most cases who have abandoned the Army as a career from the Military point of view, are they not?—In a great many cases I think they are men who have married, and want five years' peace.

315. (*Chairman.*) Many of whom never do intend to go back to their active Military duties?—They are obliged to go back.

316. But some of them take it with a view to taking it for the five years and then retiring?—No, I do not think so.

317. My point is this, that they do not expect to go on in the Service and therefore they have no inducement to give their best?—If you were to take a man specially selected and put him in there for three years and let him thoroughly understand that at the end of that three years he would come out and be very well treated for the work he had done there, you would get a better class of man.

318. (*Dr. Warre.*) I wanted to ask on what principle at the present moment these men are selected for instructors?—They apply for the post, and I keep their names, which are also sent down to the governors of the colleges, and the governor of the college selects somebody, and sends his name in.

319. (*Chairman.*) But in the selection of them, either by yourself or the Governors, is it at all taken into consideration whether they have any teaching capacity or not?—I should not think so; the teaching capacity is difficult to find out.

320. It is an unknown quantity. My point is this: Are any steps taken in the selection of these instructors to see that they are the best men and not the men who wish to slack it for five years?—No, but they are appointed on probation for one year, and in that one year there is ample opportunity and time to find out whether the men can teach or not.

321. And if it is found he is not able to teach?—He ought to go.

322. (*Dr. Warre.*) Does he go?—I cannot say he does.

323. (*Captain Lee.*) With reference to the existing regulation by which brevet rank, for instance, may be awarded for distinguished service in the field or for distinguished service of any other kind when the Secretary of State for War thinks fit, is there any case on record in which an instructor in any of the military colleges has received a reward of that sort?—Never to my recollection.

324. (*Dr. Warre.*) Is there any case in which an instructor after his probationary year has been dismissed on account of not being able to teach?—Well, I think in all my experience there may have been one, but I would not swear to that one.

325. (*Chairman.*) Practically it is a power which is never exercised?—Quite so.

326. I was going to ask you, but you have rather taken the face of the question off, what do you consider the best term of duty at Woolwich or Sandhurst for officers appointed instructors? You say that under present regulations you give them five years, but that they can be removed after one, and never are; do you think five years the proper period?—I should like to shorten it, unless you come across a first class man.

327. In which case you would keep him on?—Yes, I would keep him on for five or seven.

328. (*Dr. Warre.*) What method would you suggest of discovering among the officers in the Army the persons who are fit to take the position of instructors?—In most cases they are selected for what they have gone through, if a man has been through the Staff College, or if he has been through the School of Military Engineering, those are the lines we go upon, and as to his teaching capacity, as I say, we can only judge after he is appointed.

329. The antecedents of the candidate for such a post are very carefully scrutinised?—Oh yes, if a man is reported on as having no tact, he would certainly not be given the appointment.

330. (*Chairman.*) May I ask you another question on the same point; what number of instructors have you got at Sandhurst? What I want to get at is what is the number of instructors in proportion to the number of cadets, in other words, how many cadets is each instructor supposed to teach?—It is about one to every 20, I think.

331. That is quite near enough for my purpose; at all events you think that there is a sufficient supply of instructors for the number of cadets so as to give them a sufficient amount of personal attention?—Yes, I think so, because I was an instructor and had a class of 23.

332. (*Dr. Warre.*) Are the cadets divided into companies?—Yes.

333. Has a company, so to speak, its own instructors?—No, they are broken up for instructional purposes into classes.

334. The instructor is simply the lecturer or teacher of the young men who come before him, and after that he leaves them and goes away. After delivering his instruction he has nothing to do with discipline or drill or anything of that kind?—That depends. There are six instructors who have command of the six companies, they teach, and of course they have disciplinary powers over the cadets.

335. As I understand the six instructors are commanders of the six companies?—Yes.

336. And each man has charge of a number of cadets in that company; has he charge of them in regard to their studies as well as with regard to their drill and discipline?—No, the studies are arranged for the whole lot, and he only takes a part, of course, and it may not be his own company.

337. Do you think it would be a wholesome arrangement if you divided them into companies in this way—that the man who was at the head of the company should not only teach but have, so to speak, the general disciplinary moral government of the company, in fact, that he should make it his company, just as an officer in the Army has his company?—I should like to see that very much.

338. That would, so to speak, secure a solidarity between the man commanding a company and those composing it in all parts of their educational career?—That would be very good.

339. Do you think that would be desirable?—I think very desirable, but if one man can only teach twenty, you would require more than six company officers.

340. Would not six men at a certain rank be the instructors for a company, just in the same way as the two subalterns in a company in the Army (and I should like to see four) are under a Captain for each company; at any rate, that whatever number is necessary, the instructors should be under the Captain of a company, and they should be charged with the education of those young men from the time they come in until the time they go out?—Yes, I should like that very much.

341. That would be a wholesome system you think?—Yes. There is one thing I should like to see at Sandhurst—I have no doubt I should be told it is going back—and that is an Officer who should have the control and direction of the education, a Director of Studies it was in my day.

342. He would be the Superior Officer, and then you would have these captains?—Yes.

343. That is going on to another plane?—Yes; I mean unless you have something like that you will have, possibly with the best intentions, every company being instructed on totally different lines.

344. To go back to companies, would it be possible, in your opinion, to have these instructors, supposing it was organised on that footing, charged not only with the instruction in the particular branch for which they were proficient, but also in all the Military and practical side which it is desirable should be followed; in other words that the Captain would be responsible for the young men, teaching them not only the intellectual and theoretical subjects, but also the practical, the surveying and all the rest of it; he would be responsible that that was all done and done properly?—Yes.

345. Do you think that would be a wholesome system?—A very good system indeed.

346. In other words that you should make the Captain Instructors of the company just as responsible for the company of young men under his charge as you make a Captain in the Army responsible for his company?—Yes, I see no difficulty about it.

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347. (*Colonel Jelf.*) Except that it presupposes that the Captain should be a sort of expert all round?—He will have to be a very specially selected man.

348. (*Dr. Warre.*) I mean that he might be a specialist in the particular subject which he taught in the lecture room, but I understand the object of this education is that the officers in the Army arriving at Captain's rank should be capable of instructing their men in fortification, and so on?—Yes, the garrison instructor teaches these subjects, and there would be no greater difficulty in finding men for the College, than there is in finding garrison instructors for the Army.

349. To pass from that to a higher plane, the Director of Military Studies would, I understand, be in the same position perhaps, not as the Head Master of a school, but he would practically have charge of the intellectual side of the education, although he himself would be under direction. His function, as I understand it, would be that he should have general supervision and see that the regulations and prescriptions laid down by the superior authority were conformed to and not diverged from by the separate classes?—And arrange the working hours and see to it in that way, and test the teaching capacity of the instructors.

350. The time table, and so on?—Yes.

351. (*Mr. Walker.*) Does not the Governor do that now?—Yes, but then he has everything to do; he governs the place, and he looks after the discipline, at least that is what he is supposed to do; he cannot do it properly, you know.

352. (*Chairman.*) As you have departed from that point for the moment, with regard to the curriculum at Sandhurst, supposing a cadet comes in, and is designated for the Cavalry or Infantry, does he go through the same curriculum the whole time, or is there a period during which his training ought to be specialised according to the branch of the Service he takes up?—No, at present they go in and all do the same.

353. And that would be the same if you had the Field and Horse Artillery?—Yes. The idea is that you should send the Field and Horse Artillery there for one year, and then they are to go back for one year to Woolwich as young officers.

354. (*Captain Lee.*) But not to the Academy?—No, they are to go back to work for another year, but not at the Academy.

355. A short course, in fact?—Yes.

356. Do you not consider that a two years' course at Sandhurst would be more desirable than the present arrangement?—Well, I should say so; but then you are told that they get tired and weary, and sick.

357. Why does not the Woolwich Cadet suffer in the same way?—I cannot say, except that he has the inducement that has been referred to of working for a commission in the Engineers.

358. (*Lieut.-Col. Hammersley.*) Would it not be an inducement for him to work on the supposition of the company system being introduced, that it should be possible to turn him out on the recommendation of his Captain?—Yes, and some of them are removed now, but I do not know that that would have any effect. A boy can behave himself very well, and he can appear to be working very hard, and so long as he qualifies, there you are. It is only when they kick over the traces that they are removed.

359. Surely, by raising the standard of qualification you would very soon get rid of them?—That, certainly, could be done; it is very low now.

360. (*Captain Lee.*) Is not the inducement of working for a sapper's commission at Woolwich a somewhat limited one. In my batch at Woolwich there was a very small lot who wanted to get sapper commissions, and that small section competed and worked very vigorously, but the others did not?—Yes. But you will probably recollect cases, when you were there, of youngsters who came in at the bottom and worked to the top.

361. But they were immediately put in a category by themselves by their own batch; it was thought quite right that those working for sapper's commissions should work, and the rest of the class did not bother about them at all, and there was exacted from them a much higher code of morality in the examinations than was exacted from the other part of the class?—I recollect that very well; it was the same at Sandhurst,—those in the commission class might not crib while those who were not might if they could.

362. (*Chairman.*) May we revert for a moment to the question of the Militia and the Militia examination. You have told us that some few years back the Militia examination was taken out of the hands of the Civil Service Commissioners, and you have told us the reason. With regard to the Militia candidates, have you formed any opinion as to the relative efficiency of officers joining from the Militia and Sandhurst respectively?—That was gone into some time ago, and I do not know that it was, perhaps, a very safe guide, but we found that of the men who went into the Staff College, the number who came from the Militia was very, very small in comparison with those who came from Woolwich and Sandhurst.

363. On that ground you judge that the education at Sandhurst and Woolwich was the more efficient, but how far were the officers efficient from the regimental point of view?—I am afraid I cannot give an opinion there; that would better come from a regimental officer.

364. (*Dr. Warre.*) Do you think that fact you told us of just now about the Staff College would be practically the natural result from the one class being elected by competition, and therefore representing the scholarship as an exhibition, as it were, to the Service, while the others were mere pass men?—Up to within the past two years the competition for entry into Sandhurst and Woolwich has been very great, and as we kept to the normal numbers all the men who got in were good men.

365. Of an intellectually high level?—Yes.

366. The result with regard to the Staff College is nothing more than natural?—Quite natural.

367. (*Mr. Walker.*) It follows inevitably?—Yes; but with regard to the Chairman's question about the Militia, nearly all the youngsters who go to the Militia have had their shot for Sandhurst or Woolwich, or their three shots and have failed; then they go into the Militia and they are not of the same class as those getting in through the other channels.

368. (*Colonel Jelf.*) In fact, the Militia is looked on as a back door entrance?—Formerly, we had very keen competition; there used to be as many as 350 Militiamen up for 100 commissions, and then those who got in were very good indeed in theory, but they had had no practice.

369. (*Chairman.*) What proportion do you think of those who fail to get into Sandhurst go up as Militia candidates? I suppose a considerable proportion of the men who have gone into the Army through the Militia have adopted this means of entry from choice, and not because they had failed?—I do not think so; up to within the last two years, certainly, some did, but not very many went direct through the Militia.

370. (*Dr. Warre.*) With regard to the Militia Examination as it is now, would you say that it is a sound principle for a competitive examination to mix up the literary portion and the military portion together?—No, I do not like it, and never did.

371. Should you say that the present system might enable a person who worked at his military subjects, having failed in subjects he ought to have finished up as a boy of 18, and then just at the last as a man of 20 or 21 getting a smattering of these subjects, to pass in the literary subjects and really ride in on the Military subjects?—By mixing the two systems you have neither the one thing nor the other; you have no certitude of the man having a good education, or not having wasted his time?—No, I much preferred the old way.

372. The present system with this mixture is a faulty system?—Yes, I do not like it. What I really would like to see with regard to the Militia, is that nobody should get a commission in the Militia unless he has passed an examination in his school subjects and shows that he knows them.

373. In other words, a general certificate showing that he has been properly educated?—Yes.

374. (*Chairman.*) You would expect that, on passing into the Militia, he should have a University certificate or other satisfactory proof as showing he was generally well educated?—Yes.

375. (*Dr. Warre.*) You would not say that an officer should be examined in literary subjects if he had passed the Mods at Oxford?—We give a commission to University candidates now on Mods at Oxford if the numbers that come in are not more than the commissions offered.

376. (*Colonel Jelf.*) A commission in the regular forces?—Yes.

377. (*Dr. Warre.*) But now that man would have to go through a quasi-literary examination, a little arithmetic, and a smattering of French, to give him the marks; you would force him to do that now. Supposing he was coming through the Militia, no matter what his educational antecedents had been, his examination would be mixed now?—It would be this dual sort of examination.

378. It has only been operative now for two or three times. Is there any evidence to show what the effect has been, educationally, on the young men? I suppose it is too short a time to judge?—There have been two examinations, but the one held last September showed nothing, except that they were nearly all totally ignorant; but this last March one has been very much better, and I have been very much surprised with the result.

379. Could we have a return showing the proficiency in the educational subjects, and the Military subjects of the last examination?—Certainly. At present, we are terribly handicapped by the system of allowing marks for service.

380. (*Chairman.*) You mean through the abnormal state of things this year?—Yes, we must do it, because a lot of boys are embodied, and cannot work.

381. (*Dr. Warre.*) To go a little further with regard, say, to Volunteer Corps, and I am speaking now in relation to the schools, do you think there would be any difficulty in admitting, if properly certified, a boy's certificate of efficiency to show that he had been an efficient Volunteer for two years, and so on, and, still further, certificates of proficiency? I am speaking now from knowledge of what we have done at Eton; I have known a great number of boys who have got certificates of proficiency who have acted as sergeants, and so on, and have done extremely well, and afterwards, I have had plenty of instances of boys who said to me, after having been on active service, "We learned a lot from our field days," and so on. Having that experience, I wish to ask whether there would be any difficulty in allowing such advantages—if we could get them for all schools—to tell in a somewhat similar way as the training in the Militia. We are told you want to enlarge very much the area from which you get officers, that there is a great dearth, and that you wish to increase the area from which you take them. Would there be, in your mind, any difficulty in extending it to educational Volunteer Corps, and so on, in that way?—Do you mean as a means of getting a commission?

382. As an addition to the qualification or part of the qualification, because you admit two trainings with the Militia, and a training with the Militia of a month or three months is often not nearly so thorough as what I am referring to?—But that is only done in order to enable the Militia to get officers.

383. Of course, that is another point; if the Militia depends upon that for getting officers there will be some difficulty, but supposing a great war comes, and you denude the Militia of all its officers, where are you then?—That is what we have just been doing.

384. (*Chairman.*) I take it, from that incidental remark of yours, that you look upon the granting of commissions to the Militia as a necessary evil?—Yes.

385. And that you would prefer to see the one entrance to the Army, Sandhurst and Woolwich?—Yes, and from the Universities.

386. (*Dr. Warre.*) Taking an alternative to that and putting Woolwich aside, supposing we were to do away with Sandhurst altogether, do you think it would be possible to create a new system by having, as we are to have so many Army Corps, certain of them as instructional centres, creating instructional depôts there, and sending the young men who are going into the Army there for their Military instruction, having previously finished with their educational studies, and then devoting their time to an entirely practical Military training? Would it not be a better thing that these young men should go to a centre like Salisbury, or Aldersbot, and have an instructional establishment there on purpose for them?—I should like to see it extended to York, Dublin, and Edinburgh, to the Curragh, I suppose, in Ireland, and to whatever suitable place there would be in Scotland, so as to have two, or better still, four or five instructional centres in the Kingdom where you could have these people trained in the duties of Military life with the practical examples of it always before their eyes, rather than having the kind of instruction which has to be imparted at Sandhurst; would you give us your opinion upon the possibility of that?—Is a boy, when he goes to these four or five instructional centres, to have his commission? Has he got his commission?

387. He would be in the position of an Ensign, practically?—Would he be drawing pay?

388. I should say yes, if you could do it?—There comes at once great difficulty.

389. Rather modified pay?—Because you would be paying a large number of officers while they were in *statu pupillari*.

390. (*Sir Michael Foster.*) Suppose you did not pay?—Then you would have his parent complaining.

391. (*Dr. Warre.*) You are paying now, practically, for the cadets at Woolwich and Sandhurst?—That means that the parent pays; the father pays 150*l.*, and we pay the cadet out of that 3*s.* a day, but I do not see that the State suffers much.

392. So in this case the father would be obliged to make an allowance; I should not propose to pay him, when he is in that *statu pupillari*, the same amount you would pay him when he was a Second Lieutenant, 95*l.*?—Do you not think the father would have a word to say then?

393. If the father does not like it, he need not send his boy to it; they would have nothing more to say to it than now—they may grumble now about having to pay 150*l.*, but still, their grumbles do not avail. As far as that goes, pecuniarily, I was not thinking of any difficulty, but I was thinking more of it as Military education, whether it would not be a better thing, and you would then have Sandhurst—not to say anything about Woolwich—for other purposes which I have very much at heart.

(*Chairman.*) You mean as a Military University?

(*Dr. Warre.*) Yes.

394. (*Colonel Jelf.*) May I ask whether you are in favour of any physical tests, of marks being obtained by physical proficiency?—Yes, I should like it, and it has been tried over and over again; the Civil Service Commissioners have devoted their attention to it, but we have never succeeded in finding out any real way of doing it. You see, there is riding, swimming, and all sorts of things that come in, and as to riding you would at once have the outcry that it would be only the rich men who could do that. It has been most carefully gone into, but we have never succeeded in arriving at any good solution of the matter. As long as Sandhurst only supplies 170 young men annually, as it would with a three-term system, and holding only 360, I do not see that it is any use to spend all that money to get 170 boys annually into the Army, and I would sooner see them all come through the Militia, and then I would make them all pass an examination before they got their commissions in the Militia; I would make them serve there two years.

395. (*Chairman.*) You would let them join the Army when they are 19?—Yes, and after they are 19.

396. They would join the Militia, practically, at 17 or 18 to put in their two trainings?—Yes.

397. (*Mr. Walker.*) What would they be doing in the two years?—They would be working at their Military subjects.

398. (*Chairman.*) That means working their Military subjects under tutors?—Yes.

399. (*Dr. Warre.*) I think that a very great weakness, and there are two objections to it, the training only being for three months, and leaving the fellow to himself for nine months, seems to me to be a fatal thing morally and in every way, and I should think it would be most abhorrent to the whole of our family life and so on; I think you would find great evils come from it. It would be far better if you could have these young men, instead of going through the Militia, as I say at these centres, let them have only their proper allowance of leave, and keep them at work the whole time; in

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that way you would have a much better man, and one much more worth paying for?—But we would be simply multiplying Sandhurst; we should have to pay for all these centres, and we should have to have the same sort of instructors as at Sandhurst.

400. But you would have a much more efficient set of men?—I would much sooner see a battalion; Sandhurst at the present time only holds 360, but why? Because everybody has to have a single bedroom. If we were to go back to the system that held when I was a cadet, you could have 720 there, because wherever there were two cadets then you have one now. Very well, if you have a battalion 700 or 800 strong at Sandhurst, properly arranged under Captains and the officers taking charge of their companies, there is a fair supply at once.

401. That is an alternative to the Militia?—I would prefer that entirely to the Militia; there ought to be some one system if possible.

402. With regard to the Militia, the other difficulty was one you yourself admitted a little while ago, namely, supposing you were to take this system and present them all through the Militia, the moment a war arose, or trouble arose, you would denude the Militia of officers?—Yes.

403. And that is a fatal mistake it seems to me; the Militia is an old established force, a National force, and ought to be properly officered. I grant another question would arise, how are you to get officers for your Militia and your Auxiliary Forces? But that is a further question.

(*Mr. Walker.*) Is it out of the question that Sandhurst should be enlarged?

(*Chairman.*) I suppose that is purely a Treasury question.

(*Witness.*) The matter came to me in connection with this question of putting the Artillery there, because they at once sent down to me to know about the accommodation, and I said: "There is no question about "putting Artillery there, we have not got room for what "we want for the Cavalry, Foot Guards, and Infantry." Then it went on, and I have pointed out over and over again that if you will insist upon having 700 separate bedrooms, you have to go to the Treasury, but I do not see myself that there is any necessity to go to the Treasury for such an enormous amount. We were 18 when I was there, and we each of us had a cubicle with a door, so that there was perfect privacy; there was a bedstead, a table, a chair, a wash-handstand, and a thing we called a "bird cage," in which we kept our books and uniform; what more do you want? Now-a-days one bedroom takes the place of two cubicles; it is a very small room and there is nothing luxurious about it; and when the boy goes to bed at 11 o'clock at night the bottom of the fireplace is taken out, the whole fire is emptied on to the ground, a jug of water is brought in and the water is poured over the coals, and he goes to bed in that atmosphere. The other way was much healthier.

404. (*Dr. Warre.*) Why was it altered?—It was altered to suit the requirements of the plan they tried of sending young officers back to school after they had been a year with their regiments.

405. (*Chairman.*) Some 15 years ago?—Yes, more than that; it was in 1872 or 1873, when I was at the Staff College. They tried to burn the place down.

(*Dr. Warre.*) They treated officers then who had become officers as if they were school boys, and so defeated their own system, of course.

406. (*Chairman.*) At all events it was given up chiefly because they found it impossible to maintain any sort of discipline?—Yes, it was given up at the end of a year.

407. Because they were insubordinate?—Yes. While speaking about that I may say that I was on the spot, and I cannot quite agree with Dr. Warre that they were treated in an infamous manner.

408. (*Dr. Warre.*) I did not say "infamous" at all; I said they were treated as if they were boys at school after having become men, not on a University footing?—You cannot take them to a place like that which has to be on a Military basis, and have proper hours and all that sort of thing, unless there is a certain amount of pressure brought to bear upon them. That sort of thing would be very good indeed if you were to say: "Those who wish to go may go," then you would have volunteers and they would do anything you liked; but if you say to a man who has been a year with his regiment, and does not want to go there. "You shall go," you may be perfectly certain he will oppose you.

409. It would not be impossible to have such a thing as a Military University for the training in the higher studies?—No.

410. (*Chairman.*) But that, in your opinion, should not take the place of Sandhurst?—No.

411. That should be in addition?—In addition.

412. (*Dr. Warre.*) If you are to go into that question my remark would be this, that if a man has joined his battalion and has been one or two years in it, he then arrives at a stage when his education ought to move up to a higher plane, and it would be very advantageous for officers to be able to get a quasi-Military and University instruction upon a higher level than that of a school; they have it abroad, and I do not know why we should not have it here; but my objection to the Staff College, as it is now, first of all is, that it is too small and consequently it seems to me entirely wrong that a man in order to go to the Staff College should have to spend a large sum in working up his subjects by cramming, and cannot get in except by competition?—I do not see why he should spend a large sum.

413. Some do?—Some do.

414. (*Chairman.*) The principle of the Staff College is that you should take your exceptional men and give them a higher education, and that you should not allow your stupid men to go up and be crammed in order to get in?—You are quite right, sir, and there used to be a rule that nobody was to be allowed leave, so that he could not cram; you were obliged to come from your regiment while actually serving.

415. (*Dr. Warre.*) Would this be impossible—say, that a man had passed from Second Lieutenant to Lieutenant, my idea would be that he should spend, between the time of becoming Lieutenant and becoming Captain, two terms of six months, not consecutively, at a Military University?—Then the outcry against that would be that you were taking men away from their regiments.

416. We hear that it is absolutely necessary for the Service that the number of officers should be greatly increased. I think we shall come to that, because the wear and tear in warfare at present, with the wear and tear with regard to duties, means an increase in the number of officers. If you have that increase in the number of officers, that would facilitate this matter?—Yes, that would do away with that difficulty.

417. And it also would enable you to have this system, that a man when he had been Lieutenant a year might go up for his six months' University course, he would go through his examination at the end, and if he passed out in Honours he would be a man selected for Staff work suitable to his level of age, and so on. His subsequent course, because he would have had two before he would be Captain, would put him in the position, if he came out with distinction, for Staff employment again. After he was Captain he would then be sufficiently noted by what he had done; his possibility of being used in particular service would be well known, and he would have his chance of emolument in that way. Subsequently, between the time he was made Captain and before he became Field Officer, I should give him another six months in which he would have a very much higher training, and men who passed out in Honours in that way would get a chance of Staff employment—in fact, practically, that would be on a level with the Staff College. I believe the men would go there as a matter of duty.

418. (*Chairman.*) Do you mean that would be for young officers? Our reference does not extend beyond young officers.

(*Dr. Warre.*) If there was that possibility I have just mentioned, then Sandhurst might be utilised as an enlarged Staff College.

(*Chairman.*) I think that is rather beyond us.

(*Sir Michael Foster.*) I am not actively acquainted with the curriculum at Sandhurst, but I understand the advantages of Sandhurst are that you have the study of certain subjects which it is desirable that the officers should learn in connection with the Military system?

(*Witness.*) Yes.

418*a*. Some of those subjects could be taught anywhere?—Yes, they could all be taught anywhere.

419. Is not their value that they are illustrated by the existence of this Military system?—The position of Sandhurst is exceedingly good for one subject in particular, and that is Military Surveying or Topography.

420. But there are everywhere situations in the country where that could be carried out?—Yes.

421. My questions are in reference to the suggestion of Dr. Warre, as to whether it would not be possible that they might study some of their subjects at different places, while for their distinctly practical application in connection with the Military system, they should take advantage of the situations of the Army Corps, rendering Sandhurst for the ordinary officer unnecessary. For instance, as to Military History, the book work of your tactics, or the book work of your topography and surveying, that could be taught anywhere?—Yes.

422. It could be taught at this University or that College, or elsewhere, and if a man obtained that information here or there, he then might join for a time an Army Corps at a particular situation, and learn how to apply the theoretical knowledge he obtained elsewhere in connection with actual service, because, of course, at Sandhurst your companies are sham and not real companies? — If the college is enlarged there would be about the same number in a cadet company as in a real company, and I think the teaching could be better done at the college.

423. But it is not the real thing there, whereas at Colchester or at York you would have the real thing?

(*Chairman.*) You would not have the same means of technical instruction there for your Military engineering?

(*Sir Michael Foster.*) You do not learn fortification at Sandhurst, but have to go to Chatham for that?

(*Witness.*) Field engineering is taught there. As I have admitted, all these subjects can be taught anywhere, but you would then require a boy to do his literary and his military subjects before he got his commission, and when he got his commission you would send him to these places for further instruction.

424. I ask your opinion about it?—It could be done.

425. Would the education be as good, or would it not be to a certain extent better, inasmuch as he would be brought into contact with the actual thing?—Under that system a man would suffer very much in the same way as the Militia candidate now suffers; a great many of the Militia candidates come in theoretically very well up in the Military subjects, but they have no practical knowledge of them at all, and their practical education begins after they join their units. I understand it is considered desirable that young officers should join as fully prepared as possible.

426. Supposing he gets his practical knowledge in connection with an Army Corps, you would want a very limited instruction at your Army Corps, and not such a staff as you have at Sandhurst?—I thought I had mentioned that there comes in the difficulty,—the great objection would be to using them as schools of instruction for a very large number of young men who would not be fit for duty.

427. (*Dr. Warre.*) Could you not have an instructional battalion attached to each of them?—That could be done, of course, but would it not be a sort of multiplication of Sandhurst?

428. (*Lieut.-Col. Hammersley.*) There is one point, with regard to the question of teaching accounts. Seeing that young officers at the present day have a very great deal to do with accounts when they join the Service, is it not advisable that they should be put through a stringent course at Sandhurst?—Yes; Sir Redvers Buller, some time ago, pointed out how very necessary it was; a boy joins his regiment, and he is at once handed over to the tender mercies of the colour-sergeant. He cannot check or know anything of what is going on, and I should think in many cases suffers accordingly.

429. In my experience, they arrive without knowing the very rudiments of book-keeping; they have no idea even of keeping an ordinary cash account?—No.

430. I understood you to say that you are not satisfied with the curriculum at Sandhurst at the present moment?—We are not; we should be very glad to have an opportunity of putting it right.

431. (*Chairman.*) In the direction of further Military subjects?—In the direction that the Committee will consider right.

432. But in which direction do the War Office think it is wrong?—It is wrong in those four subjects I mentioned; and another thing is the amount of knowledge of drill that you ought to expect of a boy when he leaves Sandhurst. I had a conversation on the subject with the Adjutant-General some time ago; he sent for me, and asked whether I did not consider that a youngster leaving Sandhurst at the end of his year ought, on joining his battalion to be perfectly capable of assisting his Captain in the instruction of the men. "Well," I said, "if he is a good boy, and has worked "well, he will certainly be able to assist his Captain in "the field training, and as he knows how to behave "himself in the ranks, and knows how to handle his "weapons, he naturally should be able to assist "his Captain in the training of the recruits, but "you cannot, with the time at his disposal, suppose "that he can join his battalion capable of commanding "a company, or drilling a battalion, and you cannot "get it done."

433. (*Dr. Warre.*) Do they get a chance of learning anything of the kind?—The under officers and the corporals do.

434. Having commanded the Volunteers at Eton, I know that the fellows who want to go into the Army are all keen to get their certificates of proficiency. Now, a certificate of proficiency means that a fellow should be able to command a company. The preparation for that sort of thing is going on in the Drill Hall three times a week, and sometimes every day.

(*Chairman.*) Is it any practical advantage when the boy joins the Service? For instance, does the Colonel take into account a certificate of proficiency of that sort, and has he not to satisfy himself truly that the boy is capable before he allows him on the barrack square?

(*Dr. Warre.*) As we do what I have explained at Eton, why should they not give young fellows at Sandhurst a chance of doing it?

(*Witness.*) So they do, and a great deal more might be done. Just before I came down here a parent who has a boy at Sandhurst came to me, and said, "I wish "to goodness you would settle something about this "drill, because as long as they keep a boy three weeks "learning to stand at ease by numbers, nothing will be "done." As the system of instruction in drill is that they must spend about three weeks learning to stand at ease by numbers, you can imagine that very little good is done beyond teaching the cadet his duties as a private soldier.

435. (*Chairman.*) At Sandhurst?—Yes; that is why I say we are not satisfied. We hear all these things.

436. (*Dr. Warre.*) In that time a boy might have got a long way on with company drill and being able to give instruction?—Yes.

437. (*Captain Lee.*) I want to know whether you consider the course at Woolwich or the course at Sandhurst, as at present conducted, the more practical?—I think the course at Woolwich is very good indeed; I do not know that you can improve upon it in any way.

438. You think it is practical?—Yes, very practical. I have very often seen the boys at work, and there is very good instruction there. There may be one or two little things that might be criticised.

439. Do you think that all the theoretical work they do is of use to them in after service?—Well, I have always been of opinion that the mathematical course there is too pretentious and too high, and I asked an Engineer officer — a field officer — this question, "You are a field officer; may I ask how much "mathematics you have ever required in your career "as an officer of Engineers?" and he said, "All I have "wanted has been arithmetic and the Solution of "Triangles." That was one Engineer officer, but I had another with me yesterday who is a professor at the School of Military Engineering, and when I put the same question to him, he said that he considered that the mathematics that were taught at the Academy were absolutely necessary.

440. I presume he was judging from his own experience as a professor and having to teach?—No, because he teaches fortification, so that he does not want it to any great extent. The conflict of opinions is very curious.

441. (*Mr. Walker.*) How high do the mathematics reach at the Academy?

(*Colonel Jelf.*) Integral Calculus.

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(*Captain Lee.*) Speaking as a Garrison Artillery officer, and having experience at schools of instruction, where the work is, perhaps, the most technical of any branch of the Artillery service, I say that there is hardly any conceivable situation in which higher mathematics would be of any use.

(*Witness.*) There you are.

442. If you are in straits as to mounting a heavy gun, you look the formula up in your book, and a sergeant-major or volunteer might do it just as well, and the mathematics is never called into play?—No.

443. Do you consider, therefore, that the course at Woolwich is as practical as it might be, in view of the fact that practical subjects like interior economy are not dealt with?—No, they do not do that there; they have not the time with the present syllabus.

444. But you said you considered the course thoroughly practical?—I think it is practical in what it does. I think they do too much mathematics, but I would like you to have some of the men from the Academy before you.

445. I wanted to know whether the time should be devoted to teaching pure mathematics, which are not of use in their after profession?—I have always held the opinion that they do too much, and in some cases I think they do too much fortification. The young engineer goes for two years to the School of Military Engineering, and if they want to do it, let them do it there.

446. (*Colonel Jelf.*) I did not understand that you taught too much fortification, but too theoretical fortification; whereas if you had set your men down in a field, with a spade, and instructed them in the actual making of a shelter trench, the time would have been profitably employed?—Yes, and to some extent that is done now.

The witness withdrew.

Adjourned.

SECOND DAY.

At St. Stephen's House, Westminster.

Thursday, 16th May 1901.

PRESENT:

The Right Hon. A. AKERS-DOUGLAS, M.P. (in the Chair).

The Rev. Dr. E. WARRE, D.D., M.V.O.
Mr. F. W. WALKER.
Sir MICHAEL F. FOSTER, K.C.B., M.P.
Colonel R. H. JELF, C.M.G., R.E.
Lieutenant-Colonel F. HAMMERSLEY.
Captain A. H. LEE, M.P.

Captain W. E. CAIRNES, *Secretary*.

Maj.-Gen. Sir C. Grove, K.C.B.

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Major-General Sir COLERIDGE GROVE, K.C.B., examined.

447. (*Chairman.*) You have been for some years Military Secretary?—Yes.

448. And have, of course, had considerable experience in matters relating to the supply and efficiency of officers?—Yes.

449. There are one or two preliminary questions, I think, we should like to ask you before we go actually into our reference: Have you any difficulty in normal times in getting a sufficiency of officers for the various branches of the Army?—Times have never been normal since I have been Military Secretary, but, as far as I can judge, we can just about meet the demand, and very little more. But I should add that I believe an increased demand would produce an increased supply. The more commissions we offer annually, the more candidates are likely to come forward.

450. Have you been satisfied with the standard of officers entering the Army, both intellectually and physically?—Fairly satisfied, but I think we might obtain better material.

451. You think you could obtain a better class of men?—Yes intellectually, socially the class is good enough.

452. We have understood from the Civil Service Commissioners and from Colonel Delavoye, that all the Entrance Examinations now are competitive, except King's Cadets?—Yes, except for King's Cadets, honorary King's Cadets, Indian Cadets and Pages of Honour.

453. I am not talking of the abnormal number of commissions issued from the field this year, but, practically, the only road into the Service is by competition?—Yes.

454. We also understood that, so far as the Entrance Examinations for Sandhurst and Woolwich, and from the Universities are concerned, they are conducted by the Civil Service Commissioners?—Yes.

455. But that the examination from the Militia is conducted by the War Office?—Yes.

456. And that after the entrance of a cadet at Sandhurst or Woolwich, his education and his further examinations are entirely under the War Office?—Yes.

457. They are not conducted by the Civil Service Commissioners?—That is so.

458. Have you considered at all the question of the curriculum provided at the public schools and Universities for candidates eventually to enter the Army?—I have not considered it in detail, but I have considered a good deal the general question of whether candidates would be better prepared on the whole for the Army by the public schools and by the Universities, or by a Military educational institution such as Sandhurst.

459. What conclusion did you come to?—My conclusion is, that I should very much prefer to see the preparation done by the large teaching bodies of the Kingdom, by the public schools and by the Universities. I think they would do it better than we can.

460. Your general idea being that the education granted there should provide a man with a good sound general education?—What I will call a sound liberal education with a slight military bias to it.

461. In that way you do think that in the public schools the previous training of a boy who goes into the Army, or who is intended for the Army, should differ in some respects from that of a boy intended for other professions?—Slightly.

462. You want him to have, as you say, a Military tinge to his education?—A Military tinge, but I want the education at the same time to be what I

call a good general education, and not a technical one at that age.

463. We had some interesting statistics the other day with regard to the numbers entering from schools and from private tuition, may I ask you whether you have any opinion as to the desirability of obtaining your officers straight from the large public schools, or whether you prefer taking them from private tuition?—I should like to take them as much as I could from the Universities after they had been to a public school first. I think that the age at which they leave public schools is too young for them to join the Army, otherwise I should be quite ready to take them straight from the public schools.

464. In fact, what you would prefer would be that they should pass through a certain period at the University after leaving a public school?—Yes.

465. Not necessarily that they should finish the routine of the University, because if they were to take their degree at the University I take it they would join the Army rather late in life?—I myself should like to see the age of joining the Army later than it is; I should like to see men join from 20 to 23. I think they join rather too young now.

466. What is the average now, 21?—They join in their 20th year roughly, but of course it varies somewhat in the case of the Militia, and also for Sandhurst and Woolwich. A boy goes to Sandhurst between 17 and 19, and is supposed to spend a year and a half there, but in the recent pressure we have had to take them out at shorter periods. On the average you may say a boy leaves Sandhurst in his 20th year.

467. And you would rather he left a bit later?—Yes, as I said, from 20 to 23.

468. Of course they must all join more or less at the same age from the various sources, otherwise it would be hard upon the boys educated under one system or another?—That would be their look out; if we explained our conditions and gave our ages, they would have to adjust themselves to that.

469. Have you considered, and are you satisfied with the syllabus for the examination on the entrance to Sandhurst and the Militia? Do you think the subjects are the proper subjects in which they should be examined, and that proper attention is given to Military subjects and to foreign languages?—I think hardly enough attention is given to foreign languages, but, perhaps, if I were to state my views shortly, it would save a little time.

470. I would much rather you did so?—I am very doubtful in my mind, or more than doubtful, whether it is desirable to retain Sandhurst at all—I am not speaking of Woolwich, but only of Sandhurst—for various reasons. First of all, Sandhurst produces such a very small quantity of the candidates we require in a year that it is keeping up a very large machine for a small result. It is exceedingly difficult at present to estimate exactly what our annual requirements will be, because we are in a period of very violent fluctuation, but as far as I can make out, and I have looked into it as carefully as I could, I do not think, for some years to come, we shall want less than from 1,100 to 1,200 young men to join the Army as officers annually excluding the Indian Staff.

471. (*Colonel Jelf.*) And excluding the Militia?—No, from all sources.

472. (*Dr. Warre.*) Would that exclude Militia officers proper?—Yes, it has nothing to do with Militia officers, it is the supply of Regular officers.

473. (*Mr. Walker.*) How many did you say you would require annually?—From 1,100 to 1,200.

474. (*Chairman.*) That includes Cavalry, Infantry, Engineers?—Army Service Corps, and everything, except Indian Staff Corps, which I leave out of calculation.

475. (*Dr. Warre.*) We are not to take that as giving any officers to the Militia practically?—No.

476. (*Chairman.*) This is purely to the Regular Army?—For the Regular Army; that is what I estimate it at, but I must add that it is impossible to form an estimate in which one can feel any great confidence. All I can say is, that all the estimates that I have formed of late years have been rather below than above the mark. Now Sandhurst, working under the conditions which it should do, that is, each boy being there for a year and a half, gives us, exclusive of the Indian Staff Corps, 170 candidates a year; that is all, and you cannot expand this supply unless you go to very great expense in building. Well, you see, practically, it gives us less than one-sixth of the total we want, and I think it greatly open to doubt whether it is worth while keeping up such an elaborate and expensive establishment for this result. That is one reason. The second is, that the Military career, the Military life, produces a great many qualities, but it does not produce in any plenty the qualities which make men good teachers of young people; it produces a different kind of nature, and a kind of nature which does not quite understand how to develop boys' minds. I do not say this as at all against soldiers, but I think that the large teaching institutions of the country—the great educational schools and universities—will really teach boys very much better than we can do. I always have the greatest possible difficulty in finding good professors and instructors for Sandhurst and for the Staff College; it is a type of man that Military life does not tend to bring out, and, without wishing to say a word against the men who work very hard at those places, I do not think that our instruction at our various Military colleges is as good as it might be, nor do I think we are likely to make it much better, because we have not got the man who devotes his life to it, and who starts with the traditions of a great school or a University behind him, and with methods of teaching young people thought out. The Commandants, Professors and Instructors at our Military educational establishments, are appointed for five years, and although there is a limited power of extension, the perpetual change in the instructional staff is not a condition of things which tends to produce satisfactory teaching. Lastly, I would say that I think everybody will agree that, speaking generally, the best class of candidates that we get are the University candidates. I am speaking quite generally; we get very good ones from the Militia and from Sandhurst, but, taken as a whole, the University candidates are, I think, by general acknowledgment, the most satisfactory. Their minds are more formed, their view is wider and broader, and they are more inclined to look at the larger aspect of things and not simply on the technicalities of drill and various minutiæ as to how you shall hold a rifle, and so on. I should like to see that system which produces these University candidates very much widened; I should like to see these great teaching institutions unite with us in what will really be a large national work, and that is, the endeavour to produce a steady and sufficient supply of thoroughly satisfactory candidates for the Army.

477. (*Dr. Warre.*) You would view with satisfaction the effort made at the two Universities to establish a Military school or, rather, a school of Military knowledge?—I think the institution of such a school would be the best thing that could possibly happen; nothing would please me more. I am so convinced that the Universities can do the thing better than we can that I, myself, would be perfectly prepared to place a considerable number of commissions in their hands and to say, "Now, the type of man we want is so and so, and he should know these things," and leave the curriculum, the conduct of the examinations, and the whole thing to them. I think they would do it really better than we can.

478. (*Chairman.*) You would leave the selection and the examination to the University authorities, but you would not accept the *testamurs* of certain schools as a sufficient guarantee?—I would not accept the *testamurs* of certain schools.

479. I do not mean public schools, but such certificates as a *testamur* of having passed "Mods" and so on?—I should like to see at the University a Military school in the same sense as there is a classical school, a mathematical school, and a school of law and modern history; I should like to see another school added to the University and—I speak entirely of my own views—I should be quite prepared to place at each University a considerable number of commissions saying, "Will "you give us from your Military school a hundred "officers a year," or whatever it may be.

480. Incidentally, can you tell us the number of commissions which are offered to the Universities now?—It is varied from about 30 to 40 at each examination at Oxford and Cambridge; you may say there are from 70 to 80 a year in all.

481. (*Captain Lee.*) Might I ask at this point, is it not the case that these University candidates have hitherto gone through Sandhurst after leaving the

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University?—No, they go through the School of Military Instruction, but not through Sandhurst.

482. They used to some years ago, did they not?

(*Colonel Jelf.*) For a short time, was it not, sir?

(*Witness.*) A very short time; it is some years ago, and that was given up.

483. (*Chairman.*) Now, subject to a short course on Military subjects, they join direct?—They would join direct under the scheme I am suggesting, and I would let them learn their technical Military subjects after they had joined their unit—their Cavalry regiment or Infantry battalion.

484. (*Dr. Warre.*) Would it be possible, supposing the Universities had this Military school, the idea of which you approve, that they should also conjoin to their work, something practical, namely, that there should be certificates of efficiency and certificates of proficiency, which should show on the part of the young men some habituation to Military things and a certain amount of Military knowledge in practice, so that they might come not only with an education on the theoretical side of whatever education they might have, but also with some practical knowledge of drill?—I was going to come to that; I should like to see, both at the schools and the Universities, some form of instructional corps, similar to that which Cambridge is just now developing. Cambridge is developing a composite corps of Artillery, Engineers, Mounted Infantry, and Infantry, and conjoined with what I have termed the Military school, I should like to see a certain amount of service in the school battalion or University corps compulsory.

485. So that you would have the practical as well as the educational going hand in hand together?—Yes, the reasonable elements of drill and similar training combined with the other teaching.

486. (*Chairman.*) Your view is evidently that Sandhurst should be given up, at all events as a preparatory college?—Yes.

487. Supposing it continues, are you satisfied ——? —Will you forgive me for one moment. I should like, before I enter on that, to complete my sketch of the scheme I am suggesting and to meet one objection which, of course, is evident on the face of it, to what I have been proposing. My scheme assumes that the more technical part of a young officer's Military training, the musketry, the drill, the Military law, and a good deal of the reconnaissance will have to be taught them after he joins his corps. Under present conditions this could not be done, because there are not enough officers; they could not be spared to go through the training which would be required. Now I am going to touch upon a thing which is only relative to our inquiry inasmuch as it has a most important bearing upon this side of the question. If there is one thing which this war has shown more absolutely than anything else—it has attracted very little attention, but it has been shown more completely than anything else —it is how enormously short we are of officers at the outbreak of any war. The demands for staff, the demands for lines of communication, the demands for newly raised units, and for all sorts of other things, are so enormous that we find ourselves completely run out of our whole stock of officers; and in this last war I had to get, by any means that I could, over 2,000 officers additional to our usual supply in 15 months. Well, going a little further, if our auxiliary forces, as Dr. Warre was saying just now, are to be helped in time of emergency by giving them officers, which they certainly will want if we are to rely on them; if we are to stiffen them in time of emergency by sending to them some thoroughly well-trained regular officers as Company Commanders, Adjutants, &c., &c., we must have, some way or another, a large reserve of officers to help us when we mobilise for any big war. Now, it is, perhaps, rather a bull to say so, but the only way that I can see that we can have that reserve is by having those officers always actually serving in peace time. We must have serving with our regular units a very great many more officers than are absolutely required for the peace duties. We want really nearly double the establishment we have got now. When you get this, then you can let your young officers devote the first year or so of their Military career a great deal to studying the technical side of their profession. They can be taught a good deal with their unit, and they can go away to such schools of instruction as may be formed in Military engineering, in musketry, in range finding, in reconnaissance, and so on, but, of course, it is part and parcel of a scheme which requires that you should teach men apart a great deal after they have joined their regiments, that those men should have the time and opportunity to learn. Unless we have an increased establishment of officers, we shall have to fall back upon some kind of teaching like Sandhurst, but as an increased establishment of officers is imperative for the proper working of our Army, I think it well to point out will also work in very well with a scheme which draws most of our candidates from the public schools and universities.

488. Is that doubling of the establishment, or that large increase which you recommend to apply to the junior ranks alone?—Mostly to the junior ranks.

489. (*Captain Lee.*) Would you maintain Sandhurst for the purpose of giving instruction to these supernumerary officers?—I think very likely you might keep Sandhurst as what I would call a reconnaissance college and for Military engineering, and you might also,—as we want more officers to pass through the Staff College, and the Staff College will not hold the men at present —utilise it as an accessory to the Staff College.

490. (*Dr. Warre*) Would it be possible to make a kind of Military University for the higher kind of Military knowledge by officers going for six months, and passing through a course, and an examination in which they might get honours, and then going back to their regiments? Those who did well and came out with distinction would practically be the persons you would select for Staff appointments, and so on; would it be possible for Sandhurst to become something of that sort?—Perfectly possible. You mean you would make it a kind of Junior Staff College, the men going there for a shorter course and obtaining what I will call various classes of honours.

491. Yes, and the best men of that sort would be passed to a higher Staff College into which few and only the best would get; at any rate it would do away with the present systen of getting into the Staff College, because a man would go through his Military University term or Staff College term, whichever it was, and then if he came out with distinction he would have a chance of getting on to a higher level in the higher Staff College?—Perfectly.

492. (*Chairman.*) And you would consider that the education given in an institution of that sort should be purely Military and technical?—Yes.

493. With regard to the existing curriculum there, are you satisfied with that curriculum? Do you think that the time, for instance, devoted to the study of French, is usefully employed?—No; there is too little time given to it.

494. That is a point in which I entirely agree with you; I think the time given to that is wasted?—It is.

495. (*Mr. Walker.*) Do the young men learn anything by private reading of any kind at Sandhurst?—No.

496. They only have those lectures?—That is all; there is nothing corresponding to a University coach.

497. Is that justifiable?—They have time for private study; if you look at the timetable you will see that.

498. I know a cousin of mine whose instructors told him not to study; that they preferred his coming and listening to their lectures?—I do not think they do very much in their private study.

499. Are there any inducements to study whatever at Sandhurst?—There is the necessity of passing the examinations.

500. (*Chairman.*) Is that a stringent test—the passing out?—No, I do not think it is.

501. We have heard that it is matter of common notoriety that it is not a stringent test?—It is not; I think that is the weak point really of Sandhurst, not so much of Woolwich, which stands on a different footing rather. At Sandhurst the boys look on it as a time to be passed through and pass out at the end, but there is no strong emulation and no great wish to learn as much as they can, and the Instructional Staff has not got the particular qualities which enable them to instil that spirit and wish. They do their work in a certain way and the boys do their work in a certain way. I do not mean to say they do their work badly, but the thing just runs along in rather a routine way.

502. You have already expressed an opinion with regard to the class of instructors, and I was going to ask you whether you thought you had competent men who had the aptitude for teaching; I understand from what you have said you think they do not all possess that proper aptitude for teaching?—No; we get them occasionally, but they are very difficult to get in the Army.

503. Do you hold out any extra inducements to them for the right class of men to go there, such as special pay or Staff dress or anything of that sort. Could more be done in that direction?—They have a special rate of pay, and they have the fact that they are five or seven, and sometimes as long as 10 years stationary, which is a great inducement to married men, and it is a very pleasant quarter.

504. It is an inducement to married men to go there, but is it not an inducement to men who wish to remain nominally in the Service for a few years and then to go out—do they generally go back to their active duties afterwards?—A good many do.

505. They do not look on it as a sort of stepping-stone to retirement?—No.

506. (*Captain Lee.*) Is it not generally looked on as a stepping-stone to the shelf?—Well, if a man stops there too long—a man who has been there too long is not likely to get active Military command in the same way as a man who has been knocking about with his regiment or on more active Military work.

507. Is it not an actual fact that in the Service if an officer takes an instructional appointment it rather tells against him if he wishes to pursue an active Military career?—No, not now; there is an idea that it is so but it is not so. We took several men from Sandhurst for South Africa, but the real difficulty is—it is not that there is any disinclination to take a man because he has gone in for teaching and send him out on active service, but that the qualities you want on active service are very different from those you want for teaching.

508. Then should not he be given some reward for distinguishing himself in the educational line—to put it on no higher grounds—merely in order to attract good men to take it up?—Yes, and if a man has done his work very well as a professor or instructor at Sandhurst, or at the Staff College, it leads to his being given something good afterwards. He would be treated just in the same way as if he had filled a Staff appointment well.

509. Or for a Brevet?—No, a Brevet is, in the main, a war reward. We do not give it to a man for doing his ordinary peace work well, but when a man has filled any special appointment, whether instructional or other, well, we say, "That is a good man and we shall know where to put our hands on him for a higher job."

510. (*Chairman.*) Do you consider there are a sufficient number of instructors there in relation to the cadets they have to teach—are the classes too large?—The Classes are not too large when the cadets are there for a year-and-a-half, but when you bring them out in a year and double up the subjects, then, I think, the classes have been rather large for the staff.

511. The cadets are taught, I understand, theory now by one officer and practice by another—is that a good system?—I do not see any real harm in it; it is the sort of thing that goes on in a great many other cases. A man is taught the theory of gunnery by one man and he goes out and practises the practical side of gunnery with somebody else.

512. I conclude they consider that a man who is qualified in one case is qualified in the other?—How do you mean?

513. That the instructor in theory could teach the practical branch as well?—Of course for the simpler matters you can get a man who can teach both the theory and the practice, but when you come to anything which requires at all more advanced mathematics there is a tendency for the two things to be separate.

514. (*Colonel Jelf.*) With reference to your wish, sir, that all candidates for the Army should go through a University, is it your experience that the University candidates have the same sense of discipline and respect for seniors, and so forth, as those who have gone through the Militia, for instance?—I must not be misunderstood. I did not mean to say all candidates must go through the Universities, because we have the Militia, which is a very large body, to consider. It might be possible for a candidate to do his Militia training when he was at the University instead of going to this instructional corps I have spoken of; but we must not leave out of sight that in order to officer the Militia we must offer a considerable number of regular commissions annually to Militia officers, irrespective of whether they have been to a University or not.

(*Chairman.*) That is a subject I think we will bear in mind a little later; we will now deal with the preliminary examination and the examination at Sandhurst.

515. (*Mr. Walker.*) Do you think there is a possibility of getting these 1,100 officers, of whom you spoke, annually?—Oh, yes, when once it is known that we want them I am sure that the country will produce them.

516. How many do you take now on the whole—about 600?—It has fluctuated so curiously that I have brought down here a list of the annual appointments for the last five years. This is for Cavalry, Artillery, and Infantry. In 1896 we took 509; in 1897, 640; in 1898 we took 730; in 1899 we took 1,001, and in 1900 we took 2,274. Looking to the future, I think that in 1901we shall take from 1,200 to 1,500, and in 1902 we may perhaps come down to 1,100.

517. (*Sir Michael Foster.*) You said, sir, that you thought you might probably have the men trained at a University with a good general education, with a Military bias or tinge: have you formed any definite opinion as to how far that Military character might be carried?—Yes. I should like Military History to be studied; mathematics sufficiently to do the ordinary surveying and plotting; and there is one subject I should very much like to see added to our curriculum, not going into it very deeply—I should like to see Military hygiene made part of the curriculum. I think a fair knowledge of that would be a great advantage to every officer, and I may also add Military Physical Geography.

518. Then with regard to the more theoretical part of the more distinctly technical subjects—for instance, in topography there is first the theoretical basis and then there is the practical application, is there not, in the ordinary curriculum?—Yes.

519. Do you think that the theoretical basis might be laid?—Sufficient for what you may call rough Military surveying. It need not be carried so far as what is called a cadastral survey—that is not for a complete survey such as the Ordnance Survey of England.

520. Do you think it possible that, suppose arrangements could be made at the University, those who were pursuing their studies with a view to a Military career, should be allowed to spend a certain part of their time—for instance, the summer—away from the University in distinctly practical studies, as for instance, in surveying and topography?—I would not press that too much myself, because I want to keep the education general as long as I can; they could, however, if they chose, work in the directions you indicate in their vacations.

521. I did not speak so much of the vacation, as, for instance, in the Summer Term, they might be allowed, instead of keeping their residence during their whole time, to spend the summer time in distinctly practical Military study in conjunction with their theoretical studies which are being carried on at the University, so that when they left the University in order to join their units they would have already acquired, not only a good general education in the mere theoretical part, but also have had some grip of the distinctly practical part?—Certainly, this would have to be—if my ideas took definite shape—very carefully gone into. I have not thought it out very fully, because I do not think it is much use thinking out the details of the scheme until you see some likelihood of its being carried out, but it would be a matter which the Military authorities, in concert with the University authorities, would have to discuss, I mean how much of what I call the technical education should be given at the University, and how much should be, in the main, general.

522. But you think some such course is possible?—Certainly.

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523. And, in your view, commendable, if it could be arranged?—Yes, if it does not interfere too much with the general side of the education. I am very anxious to keep that up as late as it can be.

524. (*Colonel Jelf.*) I would like to ask whether there would not be an outcry at the great extra expense thrown on the parent by making the officer go into the Army so much later, that is to say, the expense of the University being thrown upon him?—I think, perhaps, there would, but my experience is that the parents cry out so much under all circumstances, that I do not think it would make very much difference.

525. (*Captain Lee.*) They would be saved the expense of Sandhurst, which is considerable?—They would, and they would be saved the expense of crammers, which is considerable too.

526. (*Dr. Warre.*) Do you think there ought to be in this matter always observed that which, I understand, is laid down by Lord Macaulay's Committee, that if a man goes up for an examination for the Army that should be demanded of him which, if he failed, would be useful to him in other professions—in other words, that you should not make your examination for the Army so special that the unsuccessful candidate would be thrown out altogether from all walks of life?—From every point of view I am against specialising the man or the boy too early, and for that reason among others.

527. (*Chairman.*) Beyond giving it the Military tinge, which you speak of?—That is so—not, as I say, specialising him completely and trying to make him at once into a completely trained officer when he is only 17, 18, or 19.

528. (*Dr. Warre.*) That, of course, is germane to the point—that you would not have him join before 21 to 23?—20 to 23? That is so, but I see no reason why a certain number of commissions should not be placed at the disposal of the leading schools, which should be something like scholarships, and the boy who had obtained one of those commissions at a public school should go on from there to the University, and simply be required to pass a qualifying examination—go through certain courses at the University and pass out.

529. (*Chairman.*) With regard to Militia candidates, Sir Coleridge, I take it that you would not get your supply of officers without a number of commissions being offered to the Militia?—No.

530. And further it is essential that a large number of commissions should be offered to the Militia for the purpose of officering the Militia?—To officer the Militia, and also to officer the Army, and a certain number of commissions must also be given to the Colonies.

531. Have you had any complaints on the one hand or praise on the other, as to the class of men you get from the Militia? Has the recent campaign shown any difference between those joining from the Militia and those joining from Sandhurst?—I went into that question very carefully once to find out whether the Militia candidates on the whole, or the Sandhurst candidates on the whole, were the best. I was unable to come to any definite conclusion. Some people think that the Militia candidates are the best; they have more power of commanding men than the Sandhurst men have, and they come up in some ways more useful. Other people, on the other hand, think that the Sandhurst boy, when he is developed—after a year with his regiment—is better than the Militia. I consulted a good many Commanding Officers, and I looked through a great many confidential reports of Militia men, and a great many confidential reports as to Sandhurst men, to see whether I could arrive at any definite conclusion, but I could not. I think you may say that there is not very much to choose between the two.

532. I take it that, intellectually, the Militia candidate does not come up to the Sandhurst candidate, because I understand that a very large proportion of those who go through the Militia go through the Militia because they have either failed or feel themselves incapable of coping with the Examination for Sandhurst?—Yes, no doubt; but, on the other hand, the sifting out of the Militia Competitive Examination in ordinary times does a good deal to keep out inefficient men; by the time they have passed their Militia Examination they have had some six months or a year cramming up, which has sharpened them up a good deal. Of course, in this last year we have had to take men by selection without any examination at all.

533. Of course, this has been essentially an abnormal year?—But I must also say that I think those men who have been selected for us by Militia Commanding Officers and others have not done their work at all badly, as far as I can judge.

534. (*Captain Lee.*) I presume they are more useful regimental officers on joining, but perhaps not as good intellectually?—The general opinion, I should say, was that the Militia Officers were more useful on joining, but that the Sandhurst men, having been taught certain things like surveying and other things which the Militia man is not, they stand him in better stead afterwards. I am speaking now without the book, but I am almost sure you will find that among the men who pass into the Staff College, the Sandhurst cadets largely outnumber the officers coming from the Militia.

535. (*Chairman.*) Then with regard to the candidates who join through the Militia, which system, I understand you recommend should continue, I gather you would wish that they should undergo some technical and professional course?—While they are with the Militia, do you mean?

536. Either there, or after they have joined?—After they have joined, certainly.

537. Otherwise, they do not get the technical education which Sandhurst and Woolwich give?—They should certainly, after they have joined, get it; their Militia training would not be sufficient. I should like, if it were possible, to see them do three Militia trainings instead of two, as they have to do now, and, of course, joining at a later age would enable them to do that.

538. How are they to fill up their time between their trainings? They are under no discipline—do not they run great moral risks? Are they not open to greater temptations than a boy under discipline at Sandhurst?—I see no reason myself why it should not be possible for a boy to do his Militia trainings even when he was at school—certainly when he was at the University.

539. (*Dr. Warre.*) I have had a good many who have been trained in the Militia, and we have always had to exercise very careful investigation as to the boy himself, and all the rest of it, before allowing it. We have allowed it because of the abnormal conditions of this last year, but I do not think it would generally be felt a good thing.

540. (*Mr. Walker.*) I think you may say that not one headmaster in 10 would allow it. I should absolutely refuse.

(*Chairman.*) You mean it would be impossible from the point of view of discipline.

(*Mr. Walker.*) I should not run the risk.

(*Dr. Warre.*) It is not the discipline so much, but he comes in from another world, and puts into other boys' heads things which are incompatible with school life; the increased experience upsets the course of your ordinary school life; he has become a man, and he comes back to be a boy, and that is the difficulty.

(*Witness.*) I do not wish to lay too great stress on the three trainings. Militarily speaking, it would be desirable, but if there are grave educational difficulties in the way, I do not want to press the point.

541. (*Chairman.*) If you had the three trainings, how would you fill up the interregnum between? Does it not rather compel parents to send their boys to crammers to fill up the time?—It might, but you must remember that parents send their sons to crammers not only to fill up the time, but in order to enable them to be successful at the Competitive Examination. I do not quite see any help for that. We must take a certain number of officers from the Militia—partly for the sake of the Militia alone—and also because we should not get enough without it, and we must discriminate between those by means of a Competitive Examination—it is the surest and the fairest way.

542. I understood you would like to couple up the University education with the Militia?—The more it could be done the better I should like it, only we can hardly expect the Universities to produce all the candidates we want.

543. (*Dr. Warre.*) This is a point which I cannot get over; I cannot get over the fact that you put all these young officers in the Militia, and then the moment you

have an occasional rising, when you ought to be able to use the Militia as being a great constitutional force, you rob it of every young officer it has got, and I cannot think the system is sound. When one asks the question, one is told, "You will not get officers any other way," but ought we not to think of some other way of doing it? I merely make the suggestion, and I should like to know what you think of it. Would it not be possible, for instance, when these Army Corps are instituted, to have instructional centres at the centres of these Army Corps, and there employ your young officer, who now goes through the Militia, not only for the three months' training, but for the whole year; he would be in a subordinate position perhaps as a cadet, but at the same time he would be undergoing a military training, and there would be time then to teach him all these things which in the Militia he has not time to take? Surely that would be a sounder reserve of young officers than this principle of the Militia, which is merely, if I may say so, colonising the Militia regiments with birds of passage, and denuding them at the moment when they are most in need of officers?—I think we must discriminate between the ordinary peace method of getting some of our regular officers from the Militia and what happens on the outbreak of war. For peace there is no great harm in the present system because the vacancy of the man who leaves the Militia for the Regular Army is filled up, and the Militia is no worse off. But any system which, on mobilisation, robs the Militia of its officers just when it most wants them, and puts them into the Regular Army, is as unsound as it can be, and it is to prevent that that I wish to see a very great increase in the establishment of officers with units. I think it might be worked something in this sort of way. I will just take an example: The line battalion of a territorial regiment that is at home has a larger number of officers with it, especially in the junior ranks, than is required for its ordinary peace duties; a certain number of these officers should be detached to be with the Militia battalion when it is training, and also at the territorial headquarters with the recruits; and, on the other hand, a certain number of the Militia officers should be attached to the line battalion at home—there should be a perpetual interchange, between the two, so as to get a real affiliation, and some of these extra officers in the list, and on the establishment of the line battalion might really be Militia men, who came and went to get a certain amount of training. Do you see what I mean?

544. I quite understand, you would help the Militia by giving them officers from the territorial regiment which was the battalion at home, but that does not seem to me to meet the question of an emergency, because when an emergency came you would sweep away all these officers out of the Militia?—No, not if I had sufficient officers. On the contrary, it is an essential part of my scheme that whenever the Militia was embodied, it should receive from the Regulars a certain number of trained Regular Officers, not that it should give any. As I have said, if our auxiliary forces are to be really valuable when called out, they must be stiffened at that time by a considerable infusion of trained Regular Officers. And it is to be able to furnish that infusion when required, that I say that we must have more officers in peace.

545. Which is not the case at present?—At present, no.

546. I thought you were speaking as if it was the case at present?—Oh, no.

547. This is on the hypothesis of an increase of officers?—Yes.

548. That is quite another matter, and that makes it a very different thing altogether?—I should say that if, in the face of the experience of the last two years, we do not provide some kind of extra supply of officers, to meet our wants on mobilisation, then it is difficult to say how foolish we shall be.

549. That is a very valuable opinion?—There can be no doubt whatever that for purposes I have mentioned the present Reserve of officers is little or no use, for many reasons which I need not go into.

550. (*Captain Lee.*) I presume that it is mainly a Treasury question?—It is a question of money, and, so far, one for the Treasury; it would be expensive, but it is imperatively necessary.

551 (*Dr. Warre.*) With regard to that, the number coming from Sandhurst College, I understand, is 170 per annum?—It works out in this way: Sandhurst holds 360, and at a year-and-a-half's course that gives you 240 a year; 70 of those, on the average, go to the Indian Staff Corps, and that leaves you with 170.

552. And then the cost of Sandhurst, looking at it as a Treasury question, is what?—That is mixed up with various different Votes; I cannot give it off-hand; I can obtain it for you, and it is worked out, but I have not a copy of the Estimates here, and so I cannot say.

553. (*Colonel Jelf.*) And then, of course, there is the heavy subscription of the parents, especially the civilian parents?—Yes.

554. (*Dr. Warre.*) Supposing the line of training you indicated just now were taken, the parent would not have anything more to do than he would have to do for his son if he had a commission, and so on, plus the pay?—No, not as far as I can see.

555. Practically the boy would be the same as if he were at the University where the parent pays for him in the same way, but there would not be a payment made to the State in that case as there is now?—At present the parents of the Cadets at Sandhurst pay on a graduated scale. Officers in the junior ranks pay least, and it goes up according to rank and the connection with Army. The payment varies from 40*l.* for officers below the rank of Lieut.-Colonel, to 150*l.* for civilians.

556. Would you think it a sound system that in every battalion, just as you have an Adjutant in each battalion there should also be an officer instructor who would have specially the care of all the younger officers and be competent to see that they were properly trained?—No. I would sooner leave that to the Commanding Officer and the second in command; there would be too great a tendency, if you had a special instructor, for the Colonels of regiments to wash their hands of it.

557. The Colonel at present selects his Adjutant out of his regiment?—Yes.

558. And I mean that he might select an officer out of his regiment to be an officer instructor, and he would be under those circumstances the officer charged with the welfare of the young men, especially from the point of view of their educational welfare?—I should be inclined to put that duty on the second in command.

559. (*Chairman.*) Otherwise you would not allow the Colonel and the second in command to delegate the duty which they have now with regard to the efficiency of their officers?—No, I should look to them for it and make them understand that I did look to them for it.

560. (*Dr. Warre.*) I rather meant with regard to these young men joining, that there are certain special things to which time should be given, would you expect the second in command to be able to give time, for instance, to such things as topography, engineering, and so on, the advance in them?—Yes, with a battalion in working condition, certainly.

561. When he was doing Military training?—Of course, when you have to raise a fresh battalion it would not be possible.

562. (*Lieut.-Col. Hammersley.*) And not only that, but it would apply to every battalion at home at the present time, or even under normal conditions.

(*Chairman.*) You mean that that there would not be time.

(*Lieut.-Col. Hammersley.*) No, the administrative work is so heavy; the second in command is as hard worked as the Commanding Officer at the present time, and he has perpetually his nose into accounts.

(*Witness.*) But I am giving you a very largely increased establishment of officers which will enable a good deal of that work to be delegated, and to a certain extent there would be no harm whatever in the Colonel delegating to one of his officers whom he thought most suited for it, the duty of looking after these young officers. But I would not specially add to the establishment of the regiment a special officer who was to be considered as an instructor; I would look to the Colonel, and I would give him sufficient officers to enable him to detail them as he thought it desirable.

563. (*Dr. Warre.*) Would you say that the Captain of each company should be charged with the instruction of his junior officers?—In all those things which could

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be done in the battalion or battery, or whatever it might be?—Yes.

564. That he should be responsible for the instruction?—Yes.

565. (*Chairman.*) But not that he should take the responsibility ultimately from the Commanding Officer?—No; it is a regular chain, first the Captain and then the Commanding Officer to see that the Captain does his work.

566. (*Dr. Warre.*) If the Captain was charged with that, would he have time? Would his other duties interfere with it? Would he have time to do that kind of thing?—Yes. Because the instruction he would have to give would be part of the every day work. But in addition to this instruction at the battalion or the unit, whatever it may be, there would have to be a good many courses, or schools of instruction, at different places similar to the present School of Military Engineering at Chatham, to which men could go to be more completely trained for reconnaissance, field work and engineering, and also possibly for Military hygiene. You would have to have a series of those schools in the Army Corps districts; each Army Corps district should have a certain number of them to which young men could go.

567. (*Chairman.*) It has been suggested that it would be an advantage to take away from combatant officers the whole work of looking after pay, clothing, and accounts of the men, and transferring that duty to a Paymaster as is done in the Navy, thus leaving the officer free to attend to his purely military duties. Do you think there is anything in that suggestion?—Yes, I think there is.

568. Do you think you would get great relief for the combatant officers in that way, and your accounts probably better done by technical officers?—Yes, I do.

569. (*Dr. Warre.*) That would enable this teaching to be done by the company officers and others.

(*Lieut.-Col. Hammersley.*) It would help, but there is a great deal of other administrative work which I think ought to be removed, and I do not think it ever will be until the whole organisation is altered.

(*Witness.*) Possibly.

570. (*Chairman.*) If that were not done, would it not be better that the cadets should be better instructed in the method of keeping Military Accounts. We understand that a cadet who joins is absolutely ignorant of any rules of account keeping?—That might be made part of what I call the Military tinge to the general education; you must teach the boy arithmetic, and when he is being taught arithmetic he might be taught the elementary part of company accounts. At the same time I think the other way is preferable, to pass the account keeping into a Paymaster's hands, it will be done better and easier. It is a great waste of labour at present, the amount of labour given by company officers and pay sergeants to their accounts.

571. (*Colonel Jelf.*) It would require an addition to the Pay Department, I suppose, sir?—It would; but we should get much more than compensation for that in the increased power of work our officers would have.

572. (*Chairman.*) You would get full value for your money in anything you laid out in that way?—Yes.

573. (*Lieut.-Col. Hammersley.*) Does it not amount to this, that the amount of administrative work the company officers have to do at the present day prevents the proper Military training of their companies being carried out absolutely?—Yes; but we have been passing through a period of great confusion. In ordinary times, I do not think the administrative work of the company officer need interfere with his training his company and the officers under him, well in their ordinary company work.

574. (*Chairman.*) With regard to another point that is referred to us, the education of Officers in the junior ranks, do you think there are sufficient inducements now to boys who have joined their regiments to keep themselves efficient? Is there not a general tendency for a boy to think: Well, I have joined my battalion, I have got off Barrack Square; and, while I am about it, I may as well pass my A and B, and then, thank God, I have nothing to do for five years?—Well, of course, that is only human nature; there is a great deal of that.

575. But should not that be combated in some way?—The only way you can meet that is by enforcing examinations for promotion, or what I think would be better, not having the special examinations A, B, C, and D, as we have now, but saying that a man shall not be eligible to be promoted from Second Lieutenant to Lieutenant until he has obtained certain certificates in some of the subjects we have just been talking about; then from Lieutenant to Captain, he should obtain certain further certificates, and from Captain to Major, more, and so on. These various schools, if you establish them in the Army Corps districts, should be where he would have to go and qualify, just as officers go to Hythe now.

576. And that he should not get his promotion until he was qualified?—Exactly so.

577. (*Dr. Warre.*) It would not be done in such a way as to make him go to a crammer for two months in order to pass?—No, it should be done at our own schools of instruction.

578. You would not have it of such a character that he would be able to be idle for three or four years, and then put in, say, six weeks or two months at a crammer, and go on his way and forget what manner of man he was immediately afterwards?—That is just what I want to avoid; he could only pass by going to these various schools and obtaining certificates of the First or Second Class, or whatever they might be.

579. (*Chairman.*) That would apply to the young officers as well as to the senior Subalterns; you would apply it to the young officers who could not get promoted from Second Lieutenant to Lieutenant equally with those who could not be promoted to Captain?—Yes, there should be a graduated scale right up.

580. (*Dr. Warre.*) Supposing a man goes from Second Lieutenant, does his Captain's report on him, after the company goes through this Military training, have any definite effect on his being promoted or not?—His Commanding Officer reports on him and his Commanding Officer's report has a most serious effect. No promotion is ever made without scrutinising the reports on the officer.

581. So that so far as his education is concerned in that period, from the time he joins and gets his Commission as Second Lieutenant to the time he becomes Lieutenant, his superior officers have a direct interest in his work and have to report upon it practically?—Certainly.

582. (*Colonel Jelf.*) The last report is made by the Commanding Officer, and the next two seniors?—There are two kinds of report sent in; first of all what is called the ordinary Confidential Report made by the Commanding Officer, in which he says what he thinks of the young fellow, and if he says anything unfavourable to him, he communicates it to him and tells him, "I have "reported that you are careless in your work and "unpunctual," or whatever it may be. Then, besides this, during the first three years the young man is in the Army, the three senior officers of the regiment have to certify that they consider his retention in the service desirable, otherwise he is liable to be called upon to retire, and that is a power which is exercised not infrequently. It is a means of getting rid of slack, rather useless young fellows who have not committed themselves in any way or done anything discreditable, but who appear as if they were never likely to make useful officers, and we practically say to them, "You "do not suit us, and therefore we do not want you any "more, you must go," and it is a very useful power.

583. (*Captain Lee.*) In fact, an officer is actually only in the service on sufferance for the first three years?—That is so, he is on probation.

584. (*Dr. Warre.*) So that the educational test could be turned upon him as part of his probation?—It could be.

585. That is the point, whether you could turn this educational test upon him as part of his probation, and make him understand that he had to go through it?—Well, the educational test would come in as a test of itself, something like passing the examination for higher rank; but, no doubt also, if the Commanding Officer and the two senior officers said, "This young "fellow has failed three times in such and such a class "that he has gone to, and we think generally he is "not very much good": the fact that he had failed would be an additional motive for getting rid of him.

586. (*Mr. Walker.*) How long has this rule of three years' probation been in force?—I could not say exactly

but for a good many years now; it is Article 100 of the Royal Warrant.

587. I should not like to see the young officers' position made too precarious?—On the other hand, of course it is very desirable to have the power of getting rid, without a scandal and a great deal of trouble, of men who are never likely to make good officers. My experience of keeping on men of that type is that it only climaxes up into a worse thing some years later. Moreover, for their own sakes it is better that they should go while they are still young enough to take up some other profession for which they may be better suited.

588. (*Chairman.*) You weed them out at an earlier period?—Yes; it is better and kinder to them, and it is better for the Army.

589. And it is a real power which is exercised?—Certainly.

590. You could not tell us, perhaps, the proportion, but we understand from you that a real proportion of Subalterns are passed over annually for promotion to Captain on account of the unfavourable confidential reports?—A considerable number are passed over for promotion to Captain, and a certain number are told that they must leave the Service. The last number is small, but it is appreciable; there has never been a year since I was Military Secretary that a certain number have not had to leave.

591. (*Mr. Walker.*) And all the young officers know of this?—Perfectly well.

592. (*Chairman.*) With regard to the text-books, there have been several points raised about those; who prescribes the text-books on Military subjects for use at Sandhurst and Woolwich, and for the use of the junior officers?—There are so few text-books that they practically prescribe themselves, but theoretically the Commandant of Sandhurst or Woolwich would submit to the Military Secretary that he thought a certain text-book might well be used, and the Military Secretary would probably take his recommendation.

593. Are these text-books periodically revised and kept up to date?—Yes, they are.

594. Especially with regard to Military engineering and topography?—There is a revise of one of those—if I remember right, the Military engineering one—either just over or going on at the present time.

595. (*Dr. Warre.*) I have just been through those Military Text-Books, and I cannot say I am impressed very much with the educational excellence of them. First of all, take the 1896 Drill Text-Book, there is in it one chapter which is brilliant and that is the fifth, but as to the rest of the book, I do not know what is to be done with it, and it certainly does not seem to me to be up to date. It does not co-ordinate the work, for instance, it does not do what should be the natural thing, namely, take the instruction of the individual as the first part and then go to instruction in combined movement; there is no philosophy or science about it at all, and it is all higgledy piggledy. Surely it will be better to have Text-Books of two sorts; I should not call them Schoolmaster's Primers, but, in the first instance, I would have an Elementary Text-Book in Drill, Topography, or Engineering, and then an advanced Text-Book in the same subject; but there should not be in the Elementary Text-Book anything the young officer would have to unlearn; it ought to be educational and simple in itself so that the young officer training for the Army might be required to know it all from A to Z. That seems to me to be a sounder system than the present one. Take the Text-Book on Engineering, I had a case where a young officer, in whom I am very much interested, went to the School of Engineering at Chatham, and the first thing the instructor said was: "Now, gentlemen, you take your books please, and put "your blue pencil through the pages I name," and when that process has been completed, the book was three parts eliminated, and the remainder was what the instructor was going to proceed with. When I looked at the book, I am sure I was not at all astonished at it; there was an extraordinary amount of pedantry. Would it not be possible to have the text-books put upon that basis—Elementary and Advanced—and to have some system whereby they should be revised periodically?—I am afraid what you say is really very true, and it runs, to a certain extent, with what I was saying at the beginning, the difficulty one has in finding what I would call the teaching mind in the ordinary officer. There is no difficulty, theoretically, in having your text-books put on a logical and progressive system, and in having them revised; the difficulty is to find the man who can do it. I think if the Military School were started at Oxford that I am speaking of, you would very soon find that the University would produce text-books distinctly superior to anything we have now; you would have a more trained teaching mind turned on to the thing.

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596. Would it not be possible, say, at the War Office, to have a committee of supervision, not to write the text-books themselves, but a small committee of officers of experience, with an educational expert joined with them, who should be a committee to edit the books, who would see that the things were turned out in proper style, and educational in their form?—I should like to go further than that. I think you might have a sort of Council of Education, which would consist partly of military officers and partly of the heads of some of our great educational establishments sitting as occasion required, and I believe it would work exceedingly well. It need not always meet, but at present there is a most lamentable gap between Military education and the general education of the country, and I should like to see the two things brought together. I want to see the great educational establishments of the country turn their attention very seriously to educating men so as to make them good officers, and I should like them and the military authorities to work hand in hand for this end. I cannot put it in fewer words than that.

597. (*Captain Lee.*) If I may say so, I think that is a most necessary thing, because speaking as one who has been an instructor, there really were no text-books in a great number of the subjects. There was no official text-book, for instance, in tactics?—There was Clery's book on tactics.

598. But it was not official; and there was no official text-book on Military History?—No.

599. The official text-book on topography was about as bad as it could be, and the result was that the Instructor, who started in the first place, as you say, with not a very suitable mind for instruction, had to make his own text-books; and the result was that the Military education, however good it might be, was certainly very variable as given in the different establishments.

(*Mr Walker.*) Are there good French books on these subjects,—Topography and so on?

(*Captain Lee.*) I am afraid I do not know; there are certainly no good English ones.

600. (*Colonel Jelf, to the Witness.*) May I ask, sir, whether you think the abolition of the position of Director-General of Military Education has worked well?—I think it would have worked decidedly well in ordinary times. Speaking personally, however, I am sorry to say that circumstances have prevented me from taking hold of Military education as I should have wished. When it was put under me I thought I would wait a certain time and look round before I made any proposals, and then the pressure of this war came on, and not only was my time really absolutely occupied, but I also felt that it was no use swopping horses when you were crossing a stream, and that it was not the moment to make, or to propose, important alterations in our system. The consequence has been that I have not been able to take up Military education as a whole in the way I hoped I should be able to do when it was first of all placed under me. I think, however, that there are advantages in having it under the Military Secretary, who is specially concerned with the provision of officers for the Army, and who is in immediate touch with the wants of the Army in this matter. He knows better than anyone else what the requirements are, and what supply is forthcoming, and, therefore, I think he is the best man to deal with the general preparation of Army candidates.

601. (*Captain Lee.*) We have been talking mainly about Sandhurst. Might I ask whether you think that the course at Woolwich is satisfactory as it stands? I rather gathered from what you said that you would leave Woolwich in existence?—I should for several reasons; first of all, Woolwich supplies our wants—Woolwich produces enough officers for the Artillery and the Engineers, and, therefore, so far it is effective. Secondly, for the Engineers and the Garrison Artillery at all events, you must have technical training. The subjects are highly technical. The Field Artillery may

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possibly stand on a different basis, but I do not think you can keep up your general education to 20, and then turn the candidates into the Artillery and Engineers to learn all the technical knowledge required for these branches after joining: if you did, they would not be fit for anything for four or five years.

602. On the whole, you are in favour of retaining Woolwich?—Yes, certainly I am.

603. Retaining Woolwich, do you consider that the present course of instruction there is sufficiently practical, or do you think it has run a little too much to theory?—Taking it on the whole, I think the men are very well turned out from Woolwich. Without absolutely being there and seeing it closely, it is difficult to express an opinion as to how the course works; but on the whole the young officers who join the Artillery and Engineers come up with a very satisfactory knowledge of their profession.

604. Having been at Woolwich myself, my experience was that one learned an immense amount there, to put it mildly, which was of no possible use to one in after service, even in that most technical branch, the Garrison Artillery. There was an immense amount of pure mathematics, and so forth, which one never has occasion to utilise afterwards, unless one becomes an Instructor of Cadets at Woolwich, when you teach them the same useless things you have learned yourself?—Well, there is a strange tendency in mathematics—I do not know why—that whenever you introduce them they encroach most horribly. I am always struggling to cut down advanced mathematics. I think the earlier mathematics the greatest mental training anyone could have, but that tendency that there always is to get people on to the very advanced part of mathematics is a thing that always wants watching, and so far I should agree with you that there might very possibly be too much of it.

605. I have been looking through the Examination papers lately, so that I do not speak only from my own experience, but from a knowledge of the Examination papers set to cadets at Woolwich, and I find that a great deal of the course in mathematics is taken up with pure mathematics?—Yes.

606. Solving such problems as what happens if a sphere impinges on a cone at a certain angle and so forth, I mean matters which are extremely interesting, but of no practical use to an officer after joining, and I would ask whether it would not be better that the cadets should have some of their time which is spent on those subjects utilised for the purpose of teaching them some of the more practical sides of soldiering, which are very much lacking in the Woolwich course, such as a little interior economy, Military history and horsemastership, especially, and a few practical things which I found so sadly needed by myself on Service, and none of which were taught at Woolwich?—I am very much inclined to agree with you, and I think that a good deal of the fortification is carried much too far; the over elaborate study of antiquated systems and such like, but I myself did not interfere with the curriculum, partly, as I say, because I did not want to make changes at a time of pressure, and partly because the system at Woolwich was settled only a very few years ago by a strong Committee which went into the subject carefully. Therefore, I thought it was best to leave these things alone, but I must say I am very much inclined to agree with what you have said.

607. You think it is, therefore, a matter we should look into?—I think it is; it would be a very good thing that it should be looked into.

608. With regard to modern languages, which everyone agrees it is most important for an officer to learn, do you think anywhere in England the teaching of modern languages is satisfactorily carried out; I mean, to give an officer a knowledge of modern languages likely to be useful to him?—Broadly speaking, I should say no. Again, in modern languages there is a curious tendency; the tendency of all teachers of modern languages is to run off into grammatical refinements and subtleties on the difference between *le mousse* and *la mousse*, when you should use the subjunctive and that sort of thing, and the last thing they try to teach people is the ordinary simple matter of making yourself understood when speaking to a foreigner, and understanding him when he speaks to you, which you may do if you speak the language quite badly, and which you may not do when you speak it really very purely, simply from want of colloquial capacity, which is terribly neglected.

609. As far as the Army is concerned, is not the chief culprit in that matter the Civil Service Commission or the War Office, which set these questions on the intricate differences of grammar? I mean personally, as a candidate, I had simply to learn these things because they were demanded of me by the War Office Examiners; I had no desire to learn them otherwise, and it is quite possible to pass and get high marks in the War Office Examination in languages without having any real knowledge of the language for colloquial purposes, simply having stored your brain with these complicated trick questions which are set by the authorities?—Yes; I have seen a great many cases of that kind. Take French, which is a language I happen to know rather well, having learned it when I was young; I have seen a large number of French Examination papers set at different places, at schools and colleges by different Professors and Examiners, and they all ran into these little grammatical subtleties in which they revel. I am always struggling to have more colloquial knowledge and less about genders and so on; it does not signify twopence when speaking to a foreigner, giving the wrong gender, but it does matter a great deal, if you want a carpenter in France, whether you ask for a *menuisier*, which is the French name for one, or for a *charpentier*, which is the French for a scaffold maker.

610. Do you consider it would be possible, if the standard laid down by the Examiners were altered, to give such knowledge at Woolwich or Sandhurst, or at the Public Schools or Universities?—It is certainly highly desirable.

611. (*Chairman.*) You might by marking in the Examinations colloquial capacity higher carry the thing out in a different way?—Yes.

612. (*Captain Lee.*) The point I was trying to make was that it seems to me that the fault lies more with the Examiners than with the Instructors, because, after all, the instructional establishments will always follow the standard set?—I think it does.

613. (*Chairman.*) Could you tell us if there are any inducements held out to officers after they have joined to acquire foreign languages, especially French and German?—Yes, there is a certain sum given annually to people who qualify in languages.

614. As interpreters?—Yes; an interpreter gets 150*l.*

615. Is it sufficient to induce men, in their leave, to study a language for the purpose of improving their financial position? Is there an inducement held out in that way?—Yes, I think it is; many officers go and study languages which they think are likely to be useful in any campaign, simply in order to equip themselves for the campaign; a large number of officers went and studied Russian, for instance, of their own accord, simply on the idea that we might have a war with Russia, and that it might be useful to them, and they study other languages too.

616. (*Mr. Walker.*) They get 50*l.* for learning them?—They get 150*l.* in the first instance, and five years afterwards, if the language has been kept up, another 50*l.*

617. (*Dr. Warre.*) Is there a large number of interpreters?—No; the number is small and the Examination is fairly severe, as it ought to be.

618. (*Sir Michael Foster.*) But you would wish to see every officer with an adequate knowledge of at least French or German, or, if possible, both, not simply as an interpreter, but as part of his equipment?—He should know either French or German, as a minimum.

619. (*Chairman.*) Is it not the fact that most officers return themselves yearly as knowing these languages?—Yes.

620. That is looked upon as a farce?—It does not count for much.

621. Should that not count? Should there not be greater supervision in that respect? Nearly every officer, I understand, returns himself as knowing French, but if you ask him a single question in French, he cannot answer you?—There is nothing to prevent an officer from saying he knows French and Italian and German if he chooses.

622. But that information supplied by the officer is not taken at the present moment seriously by the War Office?—No, it is not.

623. (*Dr. Warre.*) Would it not be possible with these young officers to have something of the kind to make it more serious?—Yes, but you must not pile it on too much.

624. He would be supposed to have it before, and all you would demand would be that he should keep it up?—Yes.

625. (*Chairman.*) My point is that he should complete it afterwards. I agree entirely with you that it can only be acquired abroad, and I was hoping that some inducement might be held out to officers to acquire it in their leave. There is a system in the Foreign Office, and with the men in the Diplomatic Service who have to know French and German compulsorily, that they get, say, 100*l.* a year for every other language they acquire?—You might very well extend the present interpreter system.

626. (*Mr. Walker.*) You would have no objection to letting excellence in various physical exercises count in the Examination?—I think it would be very difficult to adjust, and I do not think that it is wanted. I do not think you need be much afraid of the officers of our Army failing in physical characteristics.

627. I am not opposed to crammers at all, but I know men who physically deteriorate greatly at crammers, and I am sure it would do them good to make them spend two or three hours a week at physical exercises. If they come only from the larger schools I am certain they have exercise enough, but these are not the only places to which the officers entering the Army go?—Against that you must put that parents protest a good deal against our present physical standard.

628. I am only asking for it to count in the Examination, say, in the case of swimming, fencing, and riding?—I should see no objection to it in principle, but I see a difficulty in conducting the Examinations. I should say that I see no objection in principle to that, only it should be of a very limited kind.

629. (*Captain Lee.*) One last question, if I may ask: what is your opinion about the cost to the parent of the present courses of education at Woolwich and Sandhurst, especially taking the Civilian, which is 125*l.* a year. I speak of that because there is such a constant protest from parents to Members of Parliament against this charge; do you consider it necessary to retain that?

(*Colonel Jelf.*) I think it is 150*l.* now.

(*Witness.*) It goes up as I have explained from 40*l.* to 150*l.*

630. (*Dr. Warre.*) It is a fee of 150*l.* paid by the parent or guardian?—That is the top price. I think it is very high. I think if you keep up Sandhurst, and if you are training a boy there for the Army, you should treat him to a certain extent as already in your Service.

631. (*Captain Lee.*) And that therefore the fee should be reduced to as low a point as possible, if not altogether abolished?—Yes. I should not be in favour of abolishing it altogether; there are advantages in making people pay for things.

632. But you would make it nominal?—I would make it 40*l.* or 50*l.* a year, or something of that sort.

633. (*Lieut.-Col. Hammersley.*) There are one or two other questions I wanted to ask. Your suggestions with regard to officers being trained with their battalions really presupposes a very large increase in the establishment of officers?—It does.

634. Without that the whole system falls to the ground?—To a certain extent the thing falls to the ground, but, as I say, a large increase in the establishment of officers is a thing which is absolutely and imperatively necessary if we are to be able to mobilise satisfactorily for anything like a large war.

635. Now, sir, you have allowed that the present establishment is too small; is it also not the case—referring more to the Infantry officer than to the Cavalry—that the establishment is not complete; for various causes Captains are away, Subalterns are away, sick, or for various reasons, with the result that young officers join and are placed in command of companies before they know anything about their profession at all—that is the case?—Yes.

636. We may assume that for a young officer to learn his profession it is a great advantage that he should have somebody to teach in the small branches of his profession that he does know; but is it not the case that so many non-commissioned officers and men are detached from their regiments for various duties, in addition, of course, to a large number of recruits who are not available for instruction purposes, that the young officers have practically nobody to operate upon; they have nobody to teach; is not that so?—Well, I would not put it quite so strongly. I see your point, but it seems to me that it rather amounts to this—that as under our present organisation battalions are neither strong enough in officers or men, we should accept the fact that we are short in one way as a reason for also being short in another. But I would not adjust my education to the unsatisfactory condition of the battalion; I would try to make my education good and hope to get my battalion good, too.

637. (*Dr. Warre.*) That practically admits we are in a bad condition all round as far as that goes?—Yes, but the fact that we have not got sufficient men for the work we have to do, or sufficient officers for the calls upon them, is a very good reason for having more men and more officers; but it is not, I think, a good reason for saying, "Well, we will not train the men "after they join their battalions, because we cannot "do it, and we will accept that as part of our system."

638. (*Lieut.-Col. Hammersley.*) That was not quite what I meant, sir?—I beg your pardon.

639. It comes to this, that according to our Regulations, the Captain is absolutely responsible for the whole of the training of his company, is he not?—Yes.

640. He, on paper, is absolutely responsible to his commanding officer for the whole training of his company?—Yes.

641. But, in practice, it is not possible?—You mean because he is away?

642. Because he may be away, or he cannot get hold of his company, usually he cannot get all his men to train except for one short month in the year?—Are we not rather wandering away from the question of education and getting on to very large questions of general organisation?

643. The point was that the whole system of training of the young officer with his regiment depended upon your having a proper organisation and establishment with the regiment?—You must not forget that when I was speaking of training them in this way, and I was speaking with special regard to the question of whether or not Sandhurst should be kept up. The difficulties which you are speaking of now apply, under our present system, to five-sixths of the officers who join the Army—that is to say, of the officers who join the Army from sources other than Sandhurst. They have got to be trained; their Militia training is, comparatively speaking, elementary, and their further training must be carried on after they join the Army, and all these difficulties that you are speaking of exist already with regard to them.

644. But is not the faulty training of the officers the whole object of the assembly of the Committee, does it not rather tend to show that the present system is not satisfactory?—I do not say that our present condition is in all respects satisfactory, but I want to keep separate the general question of the organisation of our battalions and the special one of the preparation of Army candidates.

645. The point is, that in many cases the men are there, but we cannot get them.

(*Chairman.*) The officers are there, you mean, but you cannot utilise them.

(*Lieut.-Col. Hammersley.*) No, I am short of officers, but I have plenty of men and plenty of non-commissioned officers too, but I cannot get them; they are always employed on various other employments all over the place. That is really the crux.

(*Chairman.*) Would not that be met by what Sir Coleridge suggests,—an additional number of officers to be attached to each regiment.

(*Witness.*) It would be met, of course, as regards the officers, but not as regards the men. What I feel is, now that we are going into a very large question, affecting the whole organisation of the Army. I think that at the larger camps, like Aldershot and those places where men get their whole battalions together, the evils complained of are not so great.—You are at Chatham now, are you not?

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(*Lieut.-Col. Hammersley.*) In Portsmouth.

(*Witness.*) I do not think these depletions of battalions exist at the larger camps I have mentioned, as they do at some smaller places; I know they exist to a considerable extent, and yet the training does go on.

(*Lieut.-Col. Hammersley.*) That is what I complain of, we shove along as best we can, but it is a wrong system; it is a sort of scramble, and we must do the best we can.

646. (*Dr. Warre.*) We as a Committee seem to agree that if the Captain of his company took charge of the young officer's training just as he is supposed to do the training of his men, it would be better than the present system of perpetually shifting. I have found that the Captains of companies complain very much that just at the time when they had trained their men, and had got to know them and were taking an interest in them, down comes an order, half their men possibly are taken from them, and they are left with the term to put in. The consequence is that the training is broken for the young officer too; it cannot be homogeneous. Could not some system be devised by which the Captain of the company should keep his company together, and his young officers together so that their training might go on, and if a draft was to be made that it should be taken by companies, that Captain so-and-so's company is to go and his officers would go, and there would be continuity then in the training of the young officer? I do not speak of the men because, as you say, that is a much larger question, but I speak merely with reference to the young officer. At present his opportunities of teaching and learning are dreadfully broken into by this system of drafts. If you could treat the companies as units to be drafted, there would be a better chance for the young officer learning his business?—I do not think you can do that with voluntary enlistment, when the men join at all sorts of irregular intervals in the year. You have to send off your drafts at certain fixed periods of the year, and you have your men joining any day you like throughout the year. The consequence is that when you want a certain number of trained men, you cannot take one particular company, because that company may have in it a certain number of recruits who have only joined three or four weeks, while others have joined longer. You must go round and pick out the men who are sufficiently trained, and who satisfy certain conditions as regards age and service, to be drafted to the Colonies or elsewhere.

647. Would not it be possible to have a system of moving up—say your company started from A, you would have A, B, C, and so on, in gradation according to the training of the men, the company at the top of the list being H, and your other companies would gradually move up as the top company was taken away—so that you would always get the junior companies at the bottom of the list, and they would not be called upon?—I think you would have the same complaint and the same thing you are speaking of now. I take an example: Supposing I am commanding the junior company, and that the last joined batch of recruits always come to me, I keep those recruits for a month or six weeks, and I have got them up to a certain point, and then I have to pass them into Company B.

(*Chairman.*) No, I understand that Dr. Warre means that the officers should move along with the draft.

(*Dr. Warre.*) Certainly, that a large company should be imperfect at first, but gradually made up; you would begin the early training in one company, and your men would be passed into the higher companies by degrees; after a certain amount of training, they would go upstairs, as it were, until they got to the top, and the drafts would proceed from the top company.

(*Chairman.*) This is only within our reference to the extent that it applies to the education of the officer; we are a good deal beyond it now.

(*Dr. Warre.*) As far as the junior officers are concerned, it strikes me that it would come in, but I quite admit that it is going a long way.

648. (*Sir Michael Foster.*) I gather, Sir Coleridge, that as regards the general education of the Militia officer, you would welcome a plan if it could be arranged by which the Militia officers should spend their time between their duties at the Universities?—Yes.

649. That would mean an increase of age, but that you would not mind?—No, I should be very glad to see it.

650. And, then again, at Woolwich there is a great deal of general education as well as purely technical?—Yes.

651. There are languages, chemistry, physics, and so on?—Yes.

652. Would it be possible for them to obtain that, say, at the University before they went to Woolwich, and shorten the Woolwich course into a more purely technical course, or do you think it very desirable that they should be carried on together at the same time?—No, I do not think you could shorten the Woolwich course much, and it would make them very late in becoming effective officers when they joined, if they went to the Universities before.

653. Do they take the practical and theoretical studies at Woolwich at the same time, and is it necessary that they should take them at the same time, so that the whole of their course is spread over both practical and theoretical studies?—I do not quite know whether the whole of their course is, but a good deal is; they advance, so to say.

654. And you think that is desirable?—Yes; I think it works well.

655. (*Colonel Jelf.*) I would like to ask whether you are in favour of the Field Artillery being separated from Woolwich; there appears to be a little difference of opinion about it?—Woolwich is a very unsuitable place for anything like manœuvres of Field Artillery.

656. You would not even let them learn any of the theoretical part with the gun?—There is a great deal to be said for and against that question of Field Artillery. I may say that I have not got a very strong opinion, one way or the other. The Arsenal at Woolwich is a great advantage to have close at hand for officers to go and see absolutely the mechanical processes of making guns and similar processes; but, on the other hand, for anything like the handling of Field Artillery you could not have a worse place than Woolwich.

657. (*Chairman.*) Is it not the prevailing system in the German Army now that the Field and Horse Artillery should train with the Infantry and Cavalry, and only the Garrison and Engineers have their special technical courses?—I really do not know.

658. A paper sent us from the War Office the other day pointed out that?—There is a great deal to be said for it, no doubt, but I cannot help being impressed by the fact that Woolwich certainly turns out its young Field Artillery Officers very well prepared indeed. And, therefore, while theoretically my mind is in favour of taking the Field Artillery Cadets away from the Academy, I hesitate before breaking with a system which gives very good results.

The witness withdrew.

Maj.-Gen. Sir I. Hamilton, K.C.B., D.S.O.

Major-General Sir IAN HAMILTON, K.C.B., D.S.O., examined.

659. (*Chairman.*) You are now the Military Secretary?—I am.

660. And, of course, in your very long and varied service, you have had considerable experience in the question of the supply and efficiency of the British officer: do you find that the standard of the officer entering the Army now is what you consider efficient both in his intellectual and physical capacity?—Physically, yes: intellectually, I should say no. I think we want men of broader and better education.

661. Is your idea generally, with regard to education, that when they enter the Army they should have a good sound general education, such as is afforded by our principal public schools, or that they should be specially prepared by private tuition?—My idea is altogether against specialists of any sort. I prefer the general education given in this country at public schools and Universities to any other.

662. And you would supply the Military and technical education after they joined?—In the best school; the regiment.

663. The best school is the regiment?—For technical work, the only school, because the regiment will never accept as satisfactory, specialised training which has been given beforehand in Military subjects to a young man.

664. They will wish to conduct it themselves?—They will do it all over again, thus discouraging the recruit officer, who then perceives fully for the first time that the year he has spent at Military exercises has been, practically, a year wasted.

665. And, therefore, so long as a boy joins the Army with a good general education you are satisfied?—I am satisfied.

666. Have you any predilection with regard to officers who join the Service through Sandhurst or through the Militia? Have you found, in the recent campaign, that officers who have joined through the Militia have been better or worse than those who have joined through Sandhurst?—I incline myself to prefer the Militia officer on the whole. I have been surprised, I may say, to find how good the Militia officer is. I would have expected the Sandhurst officer to be the better of the two, but I do not certainly think he is. I think, if anything, I would prefer the Militia officer.

667. Will you kindly tell us upon what grounds? Do you mean he has better control over his men?—I have never before had occasion to go into the subject, but I judge from what Commanding Officers have told me, and by the number of Adjutants who seem to be ex-Militia officers. I have been told the opposite by some Commanding Officers, but my impression is that, on the whole, the Militia candidate is preferable.

668. But I suppose he cannot have, on the face of it, quite the technical knowledge that the boy who has been trained for a year or two years at Sandhurst can have?—No, but then I do not attach very much weight to that technical knowledge taught at Sandhurst, and he is perhaps something more of a man of the world.

669. We understood from the Assistant Military Secretary, Colonel Delavoye, the other day, that it is a fact that the majority of the boys who get in through the Militia only, choose that course because they have either failed or felt themselves incapable of passing the examination for Sandhurst?—That is why I said I was surprised to find the result I have mentioned.

670. On the whole you are quite satisfied with the Militia candidate?—I am, on the whole, satisfied, subject always to the reservation about education.

671. (*Dr. Warre.*) They might be better, possibly?—I think the Militia candidate might certainly be better.

672. (*Chairman.*) But so far as the choice between the two goes you think, if anything, it is a little bit in favour of the Militia candidate?—Yes.

673. Possibly you may not have paid very much attention—as your service has been very largely abroad—to the curriculum and syllabus of the work and the examinations into Sandhurst, and from Sandhurst into the Army?—No, I have not paid very much attention. It will be my duty in my present appointment to interest myself very much in these matters.

674. But so far you are telling us from your general experience, from your long service in the Army?—That is my position, sir, entirely.

675. (*Captain Lee.*) May I ask, did you pass through Sandhurst yourself?—I was one of a very special category; I passed as the last of the old lot for my commission without competition, and I was sent to Sandhurst for a year.

676. As an officer?—Well, I became an officer in the middle of the term: I went there as nothing particular, a nondescript, and I became an officer while I was there.

677. (*Chairman.*) You have clearly told us that the regiment is in your view the best, if not the only school, for giving the necessary technical training?—I would like to add to that—of Cavalry and Infantry.

678. And therefore you would, to a great extent, regard the time which is given to techniral and Military subjects at Sandhurst as wasted?—I would.

679. You think that whatever the boy knows when he comes up and joins his regiment has to be retaught him?—Every Commanding officer thinks so, and acts upon that belief.

680. (*Lieut.-Colonel Hammersley.*) May I ask one question on that point? I do not know exactly what you include in technical training; do you include the whole of topography, Military law, engineering, and tactics?—I do, and I include anything in the shape of drill very specially.

681. I refer of course more to the book work, the question of administration, Military law, and topography?—Well, I remember a circular in India which was sent round to Commanding Officers telling them that before their officers went up to garrison class the Commanding Officers must see that they had a good knowledge of military topography, and one very able Colonel wrote up to the Commander-in-Chief and said he was not a schoolmaster, and really had no time to attend to these matters and he got such an answer that his officers were thoroughly well trained in topography when they did go up. The Commander-in-Chief at that time thought it was the business of a Commanding Officer to instruct officers in that sort of thing, and they were capable of doing it.

682. (*Chairman.*) That is to a large extent your view?—That is my view.

683. I mean you think you cannot delegate from the commanding officer and to the second in command the duty of being responsible for the education and efficiency of his officer?—No, I think you have got to play up to the Commanding Officer by giving him an intelligent and well educated boy, and then I think he must be held primarily responsible for knocking him into shape—sketching, road reports, law, and generally speaking everything Military.

684. Then your opinion seems rather to confirm that of Sir Coleridge Grove—that Woolwich should be maintained, but that Sandhurst need not be maintained in its present position as an entrance to the Army? Did Sir Coleridge Grove put it in that way?—Yes, I think so. I cannot see how Woolwich could be done away with.

685. But with regard to Sandhurst, for instance, would you put it this way—that Sandhurst might be more useful as a higher training College for officers after they have joined the Service?—Yes, I think that our officers suffer all their lives from want of general education, many of them cannot write a good letter, which is a dreadful misfortune, and they do not go in for knowledge—they cannot at Sandhurst, because the instructors themselves are not capable of imparting general instruction—at least there may be one in a thousand.

686. You would rather prefer, so long as Sandhurst remains, that it should be devoted to a better general education?—I would—so long as Sandhurst remains, I should like to see it carry on general education.

687. Because you think the technical ought to be provided after they leave Sandhurst?—Yes, I do not know whether it is in the scope of the reference, but that would lead one to question the good of Sandhurst at all.

688. That certainly is very much in the scope of the reference; the reference to the Committee enjoins us, particularly, to advise as to whether Sandhurst should be maintained or not, and whether in its present form or not; and, further, we are enjoined to ascertain and recommend with regard to the education of young officers after they have joined the Army in the junior ranks. I do not think our reference extends to the Staff College, or anything beyond the junior officers, but the words of our reference are: "and the education of officers in the junior ranks." Have you found in your experience in South Africa that there is a tendency among young officers, after they have joined their unit, and they have got their commission, and passed off Barrack Square, to think there is nothing more to do for a good many years, and they take it easy?—There is a very lax standard in that way; it is perfectly extraordinary. I was at Hythe the other day, and the Commandant told me what a pleasure it was to him to have a volunteer and yeomanry class there; after his lecture the officers would crowd round him, and argue and dispute on points, and show the very greatest interest, whereas, on the other hand, the Sandhurst boys who had been there did not at all display this interest, and the young officers in the regular Army were chiefly concerned in thinking very much of when the afternoon train went up to London.

689. (*Mr. Walker.*) Were these Yeomanry officers older?—They were considerably older than the boys.

690. That would make the difference, probably?—No, but he went farther, and said "also the regular "officers' classes, which were going on before the war "broke out"; he thought these Volunteer and Yeomanry officers showed greater keenness, and I think, somehow or somewhere—and I think it can only be at Sandhurst—there is a sort of spirit young subalterns get imbued with, that teaches them that when the regular parade hour is over they do not care about anything further.

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691. (*Chairman.*) They have not got any great keenness for their profession, especially when they first join?—No, it is not the correct "form"; the spirit and fashion is rather not to show great keenness.

692. The idea rather is, that having joined, and having got off Barrack Square, and having passed their first examination, they might go for five years, and then see if they remain in the Service, and if they do remain, if necessary they go back to a crammer to pass their Captain's examination?—Yes, the idea is, to put it in a few words, to do as little as they possibly can.

693. Have you any views yourself as to how the younger officer can be made keener for his profession?—I think all this business at Sandhurst rather takes the gilt off the gingerbread for them and that is why, I think, if we had the men from the universities and public schools straight, we would get real keenness on Military subjects. It would all be new to them then.

694. Do you think it would be possible by increasing the severity of the earlier examinations after they join and possibly by making the passing of the examination depend on their holding certificates from various Army schools, such as Hythe, or signalling or anything of that sort, to make them work more in their earlier years?—It might be possible but in their present frame of mind they would do as little as possible it seems to me.

695. In the whole of their service?—No, I do not say that.

696. In the junior ranks?—My remarks were meant to bear reference only to the most junior ranks; even then I speak very generally; there are many exceptions of course.

697. (*Dr. Warre.*) Do the Militia people show the same sort of nonchalance about their work?—I speak of young officers generally; I could not discriminate. I think they show a certain nonchalance as regards their profession in peace time.

698. (*Chairman.*) Their great idea is to see how much polo they can play and how soon they can get out of their uniform?—That is it. I daresay all young fellows are like that to some extent, but I am sure that boys taken fresh from a general education would for the first year or two look with more interest and keenness on their Military duties.

699. (*Dr. Warre.*) Would that be likely to be increased, supposing a boy joined his company and the Captain was thoroughly imbued with the necessity and desirability of training his young officers as well as his men, exercising, so to speak, a fatherly interest over his subalterns in that way?—Certainly, and if you get one of those Captains who really has the power to interest them and who is really keen on it, you can do anything with young fellows.

700. And if we could presuppose Captains of companies being animated by that spirit which is truly educational and truly patriotic, it would make the regimental education far superior to anything they could get at Sandhurst?—I think so, that is just my point.

701. (*Chairman.*) We were told this morning that the average number of cadets who passed out of Sandhurst every year was something like 170?—Yes, there are not nearly enough of them.

702. And I think something like 1,100 candidates were required to entirely fill the vacancies in all commissioned ranks in the Army?

(*Colonel Jelf.*) Irrespective of the Indian Staff Corps.

703. (*Chairman.*) My own point was, without naming the actual figures, that you are probably spending a great deal of money on Sandhurst which could be expended in better ways if you only turn out 170 out of so large a number of candidates; apparently that is your view?—That is entirely my view.

704. That extends rather to the question in our reference as to whether Sandhurst should be maintained; that the money might possibly be better expended in providing efficient officers by closing Sandhurst and doing something else with the money?—Yes.

705. You have told us you prefer to see a boy joining the Service direct from a good general education at the schools. Do you think that the training of a boy intended for the Army should differ at all from that of boys for other professions—that is, whether it is necessary in his very early years to give a Military tinge to his education?—I think I am almost alone in thinking it is not necessary to give some Military bias, but I would not necessarily differentiate it from that of the ordinary man who is going up to the University.

706. (*Dr. Warre.*) You would not object, for instance, to a boy being in his school volunteer corps?—Oh no.

707. Rising to be sergeant and officer in that corps and to his taking part in the University volunteer corps?—Oh no, as long as they are volunteers and not forced to do it.

708. And you would not object to his getting a certificate of efficiency, or again a certificate of proficiency in that?—No.

709. And that would count as something showing his keenness?—It should not count as marks in the examination.

710. Yes, I would like to ask that, although I did not mean it at first. Would that count possibly for a qualifying examination or anything of that sort?—I think not; it would be a very difficult thing between different schools and different Universities and so on, they would each have their own standard.

711. Those proficiency certificates are only got by examination by an Adjutant or by somebody outside—not from the schools at all—those are Military examinations.

712. (*Chairman.*) However, I rather gather from you that all these technical matters ought to be dealt with after they join?—I do think so.

713. And really that it rested with the Commanding Officers in the various regiments more than with anyone else to train their men technically?—That is my view. The Commanding Officers would be responsible.

714. (*Captain Lee.*) Would you include such matters as Military History? Do you think that should form part of their preliminary training?—Yes, I allow they might with advantage be given some Military tinge in this particular respect.

715. To the extent of Military History?—Military History, certainly.

716. Do you not think it desirable that an Army officer should know Military History?—Very desirable indeed.

717. (*Chairman.*) Do you not think it also desirable that he should know more modern languages than he does?—I do think so. I think a modern language is a most desirable thing for an officer to know; but is not the general education of the country coming round to that view—that a modern language is very useful?

718. I think that is our own view here strongly, and also that more marks should be given on the colloquial side?—Yes.

719. That a man is much more valuable in the Service if he can speak and understand French rather than if he knows it grammatically?—Certainly.

720. There are no inducements, or very few, in the Army to an officer after he has joined in taking up foreign languages?—No; there are these Interpretorships which you can go up for unless the order has been rescinded; you can go up for examination and get what is called an Interpretership in any language, but I am not aware that that really leads to any thing.

721. The pecuniary return for that is very small?—Very small.

722. (*Captain Lee.*) The total pecuniary reward for efficiency in foreign languages according to the Army Estimates is 500*l.* per annum; do you consider that adequate to encourage it?—No, I do not.

723. (*Chairman.*) Agreeing with you as we do that many of these subjects should be learnt after joining the Service, I was thinking if a greater reward could be offered to officers in the Army, you could induce them during the time they are juniors to take up foreign languages, if necessary, in their leave. There is a system in the Foreign Office, and a system in the Diplomatic Service, under which, although certain languages are compulsory, a diplomat is allowed an extra 100*l.* a year for each other language he knows?—I think it most desirable; for instance, we have the most valuable works in German on Military subjects which are many of them not translated into English, and which are a shut book to people who cannot read the language.

724. (*Mr. Walker.*) It wants very little knowledge of a foreign language to read a technical book?—I suppose that may be so; all I say is that our officers have not that knowledge.

725. Anyone could learn philological German in six weeks' hard work, without really knowing German?—I suppose so, but it would be a labour; it would be no pleasure, unless you really knew the language, I suppose.

726. (*Chairman.*) Reverting for a moment to the candidates through the Militia, there is considerable difficulty in filling up the period; I understand the Militia training is only for a month in the year; three months in the first year, and a month a year afterwards?—That is all.

727. That must either be filled up by some training or another, either intellectual, or scholastic, or technical; it has been suggested that it might run concurrently with the University career. One question I want to ask you, perhaps I ought to have done so before, is, what is your opinion of the age at which a candidate should join the Service?—I should like to see them join a little bit older than they do now; I should like to see them join a year later.

728. You think it would not be too late if they joined from 21 to 22?—No.

729. Your officer would be better educated before he came to you, and you could equally well supply the technical training afterwards?—Certainly.

730. If in that way he could pass through the University, and, at the same time, do his Militia trainings, which need not necessarily collide with the University term, you would get an officer very efficiently educated for your purposes?—I think, if that could be arranged at the Universities it would be an ideal solution, because you would not mix up the two things; I think that would be splendid.

731. (*Dr. Warre.*) Do you think it would be a good thing, as has been proposed at Cambridge, I believe, that the University should establish a school. I am not speaking of a school in one sense, but just as we have a school of philosophy, and so on?—A chair?

732. Not only a chair, but a school through which people would pass, a school of Military knowledge, so that people might get their degrees therein. Would that be helpful to the Army, not only with regard to these young candidates, but also as lifting the general standard of Military knowledge?—It rather goes against what my ideas generally are. My idea, in a few words, is that any man who took an honours degree in any subject in any University ought to be a man we ought to be proud to get hold of, if he was only physically fit.

733. (*Sir Michael Foster.*) You admit that it is desirable he should know Military history, for instance?—Yes.

734. And also desirable that he should have a knowledge of either French or German?—Yes.

735. The introduction of those two things of course would necessarily cut out something else?—Yes.

736. I think what Dr. Warre is suggesting is this: Supposing there was a section of the University which we call a school, which gave a very broad, and probably a very varied general education, and yet gave a little direction so as to prepare the man to avail himself at once and without loss of time of your technical training in the regiment, which you consider the real thing, that is an arrangement which would commend itself to you?—That would be a most suitable arrangement at the outset, but the tendency would be to get more and more narrow and Military, I expect; I do not know.

737. (*Dr. Warre.*) Still, that would be corrected by other sides of the University?—Yes, perhaps.

738. (*Mr. Walker.*) Supposing you elected a man to his commission, could you not say that unless he satisfied a further body of examiners, say, in French, in three months' time, the appointment would be cancelled. Any one can learn French who chooses in three months—any man educated as you suggest—so as to talk French fluently in three months?—The ordinary teaching of French must be then unsatisfactory.

(*Colonel Jelf.*) I think some people have a much greater gift of learning languages than others.

740. (*Dr. Warre.*) There is one point with regard to the Militia which is very interesting in direct relation this, when a man is going to get his commission through the Militia, he spends three months on his first training and he spends one month afterwards in his second training; the whole of the rest of his time is left to himself, and he is left on his parents' hands; he is not engaged in anything except that he may in the last year go to a crammer for a little time, but practically you do not ensure his taking seriously any amount of education. Would it not be better if, instead of Militia trainings of the kind, there were instructional corps, say, at these new centres there are going to be, where a man who is going to be a candidate for the Army could get his technical education, and be, say, instead of one month or three months, some nine or ten employed, you would save him from great temptations and you would be directing him to the right class of study, and you would probably get a better matured man?—You mean that these men who are at this University school——

741. I am not quite saying it would be a University school, but as an alternative to the present Militia system, which seems to me and which has been admitted to be radically unsound, because at a moment of stress, when any war breaks out, you are bound to rob the Militia, which is a great national force and ought to be properly officered, of all the officers which you have put into it in this supposititious way to learn as a back door to get into the Army?—That is the reason we get the officers. Really the Militia is kept going by the fact, that officers like getting into the Army, and if you robbed the Militia of that inducement, it would be worse than robbing it of its officers in time of stress.

742. Would it not be better to face that at once and say: "That is an absolutely unsound thing—a rotten "thing and a thing which we are trusting in vain, and "to our detriment," and see that the Militia were properly officered; it would be cheaper in the long run, and not do as we at present do—suppose the Militia to have its proper complement of officers, and then when any trouble arises rob it of all?—I think as a counsel of perfection it might be so; but it would cost a great deal of money. The present system officers the Militia, you may say, and provides officers for the Army.

743. I suppose you will admit that having a young man only employed for one month, and in his first term three, is rather a dangerous position for him to be in?—Yes.

744. And if you do not want to get him into the Army until he is 20 or 22, it strikes me you have great moral and social difficulties and dangers connected with it. It is possible for us to try and seek some other method of getting an adequate supply of officers. As to the Militia, by making it a condition with every officer that he should serve—if he retire before a certain age—in the Militia, you might supply officers to it to a certain extent.

745. (*Chairman.*) You would supply some, but you would not supply the regular Army?—We have not the same difficulty in getting senior officers for the Militia.

746. (*Dr. Warre.*) I merely suggest that it is a difficulty?—It is not a very satisfactory system, sir, but it does work.

747. (*Chairman.*) Is it not all of a piece with regard to the Militia—take this recent campaign—the first real thing you had to do was to deprive the Militia of its most efficient men to join the regiments?—Yes.

748. As well as its officers to give commissions to, and then, when you had depleted the Militia, you had to call the depleted portion out and put it at some roadside station where they saw no service?—That is so.

749. The Militia is no doubt useful, and has been useful in that way as providing men and officers for the regular Army?—Most useful.

750. (*Dr. Warre.*) Take the volunteer system throughout the country, you have 230,000 volunteers at the present moment. I believe it was said the other day they were 1,403 officers short, with no provision for officers for them. Perhaps this is a little outside the reference, but it is the same thing; there is the expedient of getting young officers for the Army by perpetuating an absolutely wrong system, which touches the whole of the forces?—I think, of course, that if we were to get some satisfactory method, such as has been suggested, of having a school, and a chair for this at the universities, the number might be so increased from that source that you might gradually diminish the numbers you draw on the Militia for, but I do not see how the Militia are really to be officered under existing conditions, unless the hope is held out of getting commissions in the Army through it.

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751. Supposing there were inducements given to all the educational bodies in this country of the stamp from which officers are drawn to create volunteer corps and to unite in their curriculum a certain tinge of military knowledge, it is calculated that there would be turned out every year somewhere between 20,000 and 30,000 boys seeking employment in life; would it, in your opinion, be likely to increase the sources from which the officers are drawn, if, so to speak, Military knowledge were made common property throughout the country in that way?—Yes, I think so.

752. You agree that would be a sound step in the direction of providing more officers for the Army?—Yes, I think it would turn people's minds probably towards the Army and Military subjects.

753. (*Chairman.*) You mean it would put the Military idea into the minds of a larger number of boys?—Yes.

754. But it would not have any effect, according to what you formerly said, with regard to the education of the boy when he joined?—No.

755. It is simply to give the Military idea?—That is so.

756. (*Dr. Warre.*) I made the suggestion because we seemed to be rather in the midst of a counsel of despair with regard to the Militia, and I thought if we could demonstrate that there was a possible force of officers in the ranks of educated people throughout this country, and that something might be done to make that force available, there was possibly a remedy for the deficiency that now exists?—We could make up the deficiency, but then I was also thinking a little of the Militia. I mean to say, where would they get their officers from?

757. I include them and the Volunteers in the deficiency; I include the whole body of men supposed to be capable of being put in the field at the present moment; it is really, not to put too fine a point on it, a great sham, because after you have taken a certain number, you find the rest have got no officers.

758. (*Chairman.*) So far as the Army is concerned, I understand you have no difficulty in finding the necessary number of officers?—No.

759. That is whether you rob the Militia or not; so far as the regular Army is concerned, the supply is equal to the demand. You find, I suppose, very much greater difficulty—and chiefly that is a financial question—in obtaining Cavalry officers with the necessary high order of intelligence compared to the line?—That is so; we have a smaller class to draw on, and, therefore, the choice being smaller we have——

760. You have to lower the qualification?—We lower the qualification; of course that is a particular pity.

761. We have had some evidence with regard to the number of officers, and we were told by Sir Coleridge Grove that the number of commissioned officers should be very largely increased, and that the present supply of officers per battalion is not sufficient to do the work and train the men; is that your experience?—It is the constant cry of Commanding Officers that their officers are taken away, and, no doubt, if you throw the purely Military training of the young officers joining entirely on the regiments, it might tend to strain them a little further in that direction. I mean that if they feel the want of officers now they might feel it a little more then. They would have really more difficulty with their young officers. I think this war has shown that we are very short of officers.

762. (*Dr. Warre.*) Is the wear and tear of officer life greater in comparison with that of the men?—I should not think so: it was very much heavier, of course, as far as actual casualties went, but I should not think so as regards sickness.

763. Still, the waste of life numerically in proportion to the total number of officers employed, the actual percentage, was very considerable compared with that of the men?—In action, certainly; if you threw disease in I do not know that it would remain so.

764. (*Chairman.*) With regard to normal and peace times, would it be possible to secure a larger amount of combatant officers by relieving the officers of a certain amount of work they now have to do, such as the work of looking after the pay and clothing accounts in the regiments, transferring this duty to a Paymaster as is done in the Navy, and leaving the officer free to attend to his purely Military duties? We understand, from the evidence we have had, that a great deal of the time of the combatant officer, who should be training his men and training his junior officers, is taken up with clerical duties which would be much better and more efficiently done by qualified men of the Paymaster class?—I think he might be relieved of some of those duties with advantage to the public Service.

765. (*Captain Lee.*) The young officer, at any rate, has no knowledge whatever of bookkeeping; he has never learnt it at any period of his training?—No, but after all those accounts are pretty simple; if he was really intelligent and knew even arithmetic thoroughly, I do not think there is anything very formidable in that.

766. (*Lieut.-Col. Hammersley.*) When is the last time you have had any knowledge of company accounts?—The last time I had personal knowledge of company accounts was in 1886, I should think.

767. That is 14 years ago?—A long time ago.

768. I think you would find it very different at home now?—Do you say that they are really overburdened with complicated accounts?

769. Most complicated?—Well, of course, my personal knowledge is very old.

770. (*Captain Lee.*) As the young officer has never learnt anything about accounts at all, as a rule, either in his school training or his Military College training, he leaves the whole thing rather in the hands of his colour-sergeant, and is very apt to suffer by it?—Yes, there are frequent cases of that kind.

771. (*Dr. Warre.*) And then they rather put up with it than make a fuss?—Yes, because they get into very serious trouble, of course, if it comes forward.

772. (*Captain Lee.*) Taking it broadly, I understand you are in favour of retaining Woolwich?—Entirely.

773. But not Sandhurst?—That is so.

774. But when you come to Woolwich, can you criticise the course there at all as it exists at present? Do you regard it as practical, or are you not sufficiently acquainted with it to say?—I have seen very young Artillery Officers in action, and I am quite satisfied. I have heard a good many criticisms of Woolwich, but they have not come in my way officially; I have just heard them as you might have heard them.

775. You like the product?—The product is good.

776. Apart from the technical training, do you think it is the *esprit de corps* that is engendered that is particularly valuable to them?—No. I think the entrance examination, being high, you get a more intelligent person; that is all.

777. As I remember it as a cadet at Woolwich, there was very little *esprit de corps* about the place. Nobody cared about the place; it was two years you looked on as a bore, and you wanted to hurry through it as quickly as possible. You put it down entirely to the training?—I put it down first of all, as I say, to the higher standard of examination, and to the very great keenness of officers to become Artillery Officers. Therefore, you get very good boys to start with. Secondly, to the fact that joining his battery the young gunner has a certain responsibility in the shape of a couple of guns, thrust upon him at once.

778. (*Dr. Warre.*) Should not the training of Artillery Officers and Engineers be conducted in the same place and on the same lines entirely?—It is evident that Artillery Officers, and especially Engineers, would need to be more specialised.

779. I mean whether the yoking of the two together is an absolutely perfect system?—I really do not feel competent to give an opinion on that.

780. (*Colonel Jeff.*) Did you find the Field Artillery officers perfectly satisfactory in the field?—Perfectly satisfactory, very satisfactory indeed.

781. (*Dr. Warre*) Did the Engineer officers come at all under you?—I think our Engineer officers have done very well too.

782. (*Lieut.-Col. Hammersley.*) Assuming that young officers have the whole of their technical education with their battalions, who should teach them?—The Captain of their Company, I should say; very likely under the Second in Command.

783. Then, of course, these young officers do not all join at the same time?—No.

784. One might join one month, and another a month later?—Not the same company.

785. I mean to say as to the question of the second in command—so that he would have young officers in all sorts of different stages of service to teach?—He would have to be continually occupied with those, no doubt.

786. Of course he has other duties to perform besides?—He has.

787. He has garrison duties and the supervision of musketry, accounts, and so on?—Yes.

788. Either the one or the other is apt to suffer?—I do not think so; I do not think he is overworked.

789. We have it on very high authority, sir, that in many cases battalions are depleted of their more senior officers—that is Company Commanders, and also that the administrative work is so heavy as to occupy almost all the whole of their time, and that for various reasons battalions have barely sufficient officers and men to carry out the duties, leaving practically none for instructional purposes. Would not that state of affairs materially interfere with the technical training of the young officer?—If that state of affairs was normal and accurate, it would; then the first thing to do would be to remedy that state of affairs because it does not seem sound or satisfactory.

790. That is my whole point, that the whole thing rests upon that, you first of all would have to remedy that state of affairs before you can have a proper technical education of young officers?—Accepting that state of affairs.

791. I was just writing out on my blotting-paper where my Captains are. One is on detachment?—An admirable opportunity for training his Subaltern.

792. Two are at musketry?—That would be their opportunity for teaching musketry.

793. Presupposing he is fit to be taught musketry. One, in addition to his company duties which we have already seen are very heavy, is the Mess President. One is now taking over a company whose accounts are in a most shocking state, and I think it will take him six months to put them straight, and one is a Captain who has not yet got four years' service altogether?—I cannot admit that the duties of a man who commands a company and is Mess President are so very heavy that he could not look after the education of his own Subalterns.

794. Your experience, so far as regimental work is concerned, is principally connected with India, is it not?—Yes, entirely, except on service.

795. So that you have had very little experience of the kind of administrative work that is going on in a battalion at home?—I have no practical personal experience, but in my capacity as Commandant at Hythe I had to go about a great deal, and to inspect regiments, and I saw officers, and it did not strike me that any of them were overworked.

796. (*Dr. Warre.*) We have had a good deal of evidence from Sir Coleridge Grove as to the text books on Military subjects. There are some in use at Sandhurst and Woolwich, and a question was asked, who was the authority for them?—The Military Secretary is the authority for the text-book.

797. He was asked with regard to the character of the text books, and I do not think the opinion of Sir Coleridge Grove was very much in favour of the text books as they are, and I would like to ask your opinion?—I am afraid I cannot speak from personal experience. I have not studied them. It will be my duty to do so. But I should be rather surprised if they were of a very high order.

798. (*Captain Lee.*) As having been a Military Instructor, may I take up that point? As far as I know there are no text-books on the subjects of Military History or Tactics, and certainly the Military topography text-book was of a very inferior kind, the blue pencil having to be freely used to make it useful. Is it not right that there should be official text-books on all subjects of Military education for the use of officers being instructed?—Certainly.

799. And as they do not exist at present, I would ask whether it is not absolutely essential for the future instruction of officers to have some committee or person to draw up a series of official text-books—to attain uniformity, if nothing else?—I think so. Do you say there are no text-books?

800. There is no such thing as a text-book on Military History or Tactics; there is Clery's Tactics, but that is not official.

801. (*Dr. Warre.*) There is a drill book which professes to be elementary tactics, and you will find Chapter V. is a very good chapter, but the remainder is anything but good. Then the Military Engineering book and the Military Topography book are dreadfully pedantic, with all sorts of repetitions, a great deal of the text ought to be in schedules at the end, and the whole thing is made impossible; I should, as an educational expert, say if you wanted to teach, it was just the way not to teach it?—The fact is, sir, that Army officers are not educational experts, and I do not see how, except by the merest chance, they are to produce really valuable works of this sort.

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802. (*Captain Lee.*) Is not that all the more reason that works should be provided for them to teach from?—Certainly.

803. (*Dr. Warre.*) Would you not think it a good thing, seeing that in other educational matters you provide for the younger branches an easier text-book—that is to say, an elementary course—to say that in the matter of Army education that course should be pursued, and that there should be what we schoolmasters call primers, or perhaps you might call them by a less distasteful name—an elementary text-book in drill, in Military History, in topography, in engineering, and so on—elementary text-books which should contain all that a young officer should know, and nothing he should not know, and which should be, so to speak, the groundwork of the whole of the educational system, and then for the more advanced there should be a proper text-book duly compiled; do you think that would be a good system?—I think that would be a most reasonable and good system.

804. Although Military officers may not be educationalists, it is obvious that their knowledge would have to be employed; would it not be possible to have a Council or a Committee at the War Office, consisting of some of the best experts in each of these several subjects, combined with persons who have a knowledge of educational business, who would either edit these books, or else undertake the work; do you think that would be a good thing?—I think it would be a very good thing; it would give to Military officers the assistance of qualified educationalists.

805. (*Captain Lee.*) Doctor Warre says that the Military Officer as a rule—and you have said so yourself—is not an educationalist; is not that largely the result of the policy which has discouraged officers from taking up that particular line, and making that line rather a step to the shelf, by not holding out any prospect of reward or promotion to the officer who might possess those very rare abilities in the teaching line?—The fact is, that these qualifications would not be combined, as a rule in one man—the military qualification and the instructional. They might in rare cases, but ordinarily they would not, and therefore if you get your man with instructional capacity you find him very useful, but it is a little difficult to give him a military reward because he might not be militarily competent in the same proportion as he is educationally.

806. Not the command of men, but there are other rewards?—Give him pay by all means.

807. And status on the Staff?—Status, of course, means rank, and that means command.

808. I am quite aware it is a difficulty, but has not that been the reason that if you do get a good man as an Instructor it is very difficult to keep him, because he feels it is rather a detriment to his future prospects to continue?—I think, so far, it would be a very good thing if it could be made a more honourable and distinguished post to be an Instructor, but it would be a dangerous thing to lay down that that should be done by giving him rank, for instance.

809. It might be a decoration, or something which was an inducement or encouragement?—Good pay—that is the thing.

810. (*Mr. Walker.*) I would just ask the same question as I asked the last witness: Would you have any objection to the Entrance Examination including a competitive test in some slight degree in physical exercises—riding, swimming, and fencing?—I think it would be so very difficult to fix any satisfactory standard; I think it would give rise to so much feeling of injustice, and so on.

811. In swimming, it would be the easiest thing in the world to say, "You must swim so many yards," and give so many marks for that; it is as easy as doing an equation?—I do not think I would do it; I would trust to the doctors.

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812. (*Colonel Jelf.*) In fact, you are satisfied with the physical characteristics of the young officers at the present day?—I am.

813. (*Captain Lee.*) There is only one more point I wished to ask about, and that is the expense to the parent of the present instruction at Woolwich and Sandhurst, especially Woolwich. Do you think it is right that the expense of 150*l.* a year should be placed on the parent for sending a boy to an institution which is the only road to the Army? I speak of it feelingly, because the number of complaints a Member of Parliament gets on that one point is enormous?—What point am I to speak from? From the point of view of the State it seems a good thing if you can get the people to spend the money instead of the State spending it.

814. Do you think in the end you get the greatest good. Are not people deterred from sending their sons on that account? Do you think it is quite fair—is it worth while?—I would put it in this way. I think 150*l.* may be too much.

815. You think it should cost them something?—Yes.

816. But would you be prepared to reduce it as low as 50*l.*, for instance?—I should say 80*l.*, because that is what we used to pay, and I do not think one grumbled in those days.

817. (*Dr. Warre.*) If the boy was going through a University, for instance, his father would be paying?—Of course.

818. Even supposing that at Woolwich and Sandhurst the boy's education is not in the Military sense over, I do not see any harm in requiring some payment from the parent for what he gets there, provided it is not too heavy?—Provided it is not too heavy.

819. (*Captain Lee.*) Do you find actually on service that the knowledge of Military Topography possessed by the average young officer is practically of much use?—Yes, certainly.

820. (*Dr. Warre.*) One has heard it said that whatever troubles there were, were owing to the stupidity of the officers. It has always seemed to me to be a wrong view; would you say there is any justification for that statement, that the stupidity of our officers is the cause of all the troubles and disasters we have had?—No, I do not say that.

821. There are many unforeseen chances in warfare which not even the cleverest of men could get out of. Of course, a series of blunders have been made by very stupid men, but take it all in all, looking at the past campaign, put it in this way—do you think that a foreign nation would have done it better than we have done it, would not a foreign nation have had as many blunders as we have had?—I think on the whole, our officers have shown character and common sense in dealing with things.

822. (*Mr. Walker.*) Supposing we are a stupid people, no means have yet been suggested of altering it?—No.

823. (*Captain Lee.*) May I ask what you found, on the whole, was the weakest point in the education of the young officer?—General knowledge; they are a good natural product who spend all their lives struggling against a bad educational outfit. They are deficient in general knowledge.

824. Not so much of Military subjects, but of ordinary education?—Everything.

825. Expressing himself in writing?—The ability to write a good letter, or anything of that sort.

826. (*Dr. Warre.*) He had not learned to think?—He had not learned to think.

827. As to Sandhurst, I am very much of your opinion that it should be done in another way, but, supposing Sandhurst to be maintained, would it, in your opinion, be possible to deal with the practical and technical education that was given there, as well as with the intellectual education, somewhat in this way: Take the summer months, say from 15th May to 15th August, and put the whole as a battalion under canvas, and keep them then mostly at technical work—not have book work done at all; keep the cadets in the field, and make them do their cooking and all the rest of it; give them, in fact, a taste for three months of the summer, or perhaps more, if found advisable of the actual conditions under the open sky, and in tent work, and then reserve the autumn and spring, when it is not so well fitted for camping out for the more intellectual side, the book work?—I entirely agree to that; I was asking Colonel Pennington, the Commandant at Hythe, whom I have already quoted, very particularly about these boys who come straight from Sandhurst there, and he told me he had been asking some of the more intelligent of them what they themselves thought, and they said: "First of all, we have the cleaning of our "buttons, then we do half-an-hour's drill, then we have "a lecture, and then we do riding school, and the "result of the whole thing is that you are tired out at "the end of a day, and you seem to have done a lot, "but you do not seem; really, to have learned any-"thing." I am sure from that, that what you say would be very much better, to separate the two as much as possible.

828. By giving them the experience as a battalion under canvas in that way?—Yes.

829. (*Captain Lee.*) Is it not your experience, especially from the present war, that the British officer is most deficient in horsemastership, especially Cavalry Officers?—In the management of horses, do you mean?

830. In the care of horses—the preservation of the efficiency of horses in the field?—Well, I think he has got a worse character in the South African War than he deserves.

831. In my experience in the United States I was specially struck by the great knowledge that the American Cavalry Officer had of everything to do with a horse—especially how to treat a horse on service, not so much how to look after a horse in the stables?—I think it will have to be impressed on Cavalry Officers certainly.

832. You do not think that would be gradually learned in the boy stage?—No, I think more than ever the regiment is the place for that, with a good Colonel who really knows and is told what to teach, and the opportunities for instruction afforded by stables and manœuvres.

833. (*Dr. Warre.*) There is one point about Sandhurst which was mentioned, I think, in evidence to us—the proposal that if Sandhurst went on the time occupied, there should be much more; in other words, that they should have much shorter holidays. I think somebody wanted to cut it down to as much as 14 days and 14 days. Would it be a good thing for young men in that position to cut them off entirely from holidays and from home influence, and so on?—No, but I should be inclined to cut down the Saturday to Monday business; I would absolutely cut that out.

834. On the other hand, you would give them a good wholesome holiday with their people at the right time of the year in proportion to the term?—Yes.

835. I am glad to hear that, because it seems to me that to cut them off from home influence by cutting down their holidays to a fortnight at one time of the year and another fortnight at another would be cruel and also not beneficial?—I agree. I would just like to say one thing: I think I was, perhaps, a little dogmatic in talking to Colonel Hammersley. I would just like to say with reference to that, that the fact of there being too few officers with regiments is rather outside the educational subject.

(*Chairman.*) Except so far as they can teach the junior officers.

(*Witness.*) I would slightly modify what I said to this extent, that it might be difficult to carry out my system under present conditions.

(*Lieut.-Col. Hammersley.*) That was my whole point. Of course, not serving at home in a regiment very much, it is really impossible to know the amount of administrative work that has to be done, and you have really no idea what the mere question of the accounts means.

(*Witness.*) Yes, I feel that.

The witness withdrew.

Adjourned.

THIRD DAY.

At St. Stephen's House, Westminster.

Thursday, 23rd May 1901.

PRESENT:

The Right Hon. A. AKERS-DOUGLAS, M.P. (in the Chair).

Sir MICHAEL F. FOSTER, K.C.B., M.P.
The Rev. Dr. E. WARRE, D.D., M.V.O.
Mr. F. W. WALKER.
Colonel R. H. JELF, C.M.G., R.E.
Lieutenant-Colonel F. HAMMERSLEY.
Captain A. H. LEE, M.P.

Captain W. E. CAIRNES, *Secretary*.

Colonel Sir G. S. CLARKE, K.C.M.G., F.R.S., examined.

Col. Sir G. S. Clarke, K.C.M.G., F.R.S.

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836. (*Chairman.*) You are aware, Sir George, of the Reference which has been handed to us by the War Office and generally as to the objects of our inquiry?—Yes.

837. Not only with regard to the training of candidates for the Army, but also with regard to the education in the junior ranks of the Army?—Yes.

838. May I ask you whether you think that the previous training of the cadet should differ in any respect from the education of the boy to be employed hereafter in civil employment?—As little as possible; I think there are very few points in which any difference should be made between the previous training of the cadet, and of the boy who is fit to enter any of the professions of life.

839. I take it that what you really desire to see is that all officers joining the Army should have a good sound education?—I think a broad liberal education is what they should all have before they specialise at all, and the broader it is and the wider its scope and the sounder generally, the better it will fit them for the special training they receive afterwards for Military purposes.

840. And beyond a slight Military tinge or such as might be given by the Army class at a public school, you do not care very much about any technical education before the boy joins either Sandhurst or Woolwich, or before he joins his regiment in the other case?—I think that the only forms of special training I would give are very easily given at all public schools, and they are drawing (which I think is distinctly neglected now), and facilities for workshop practice, which I think could be given at all public schools. I should encourage those, and I think also more could be made of Gymnastics.

841. What about a modern language?—I think one modern language should be taken. If I may say so, I was myself brought up entirely on Classics and was devoted to Classics, and I think I owe a very great deal to them. Up to 16 years and a half my education was purely classical; at 16½ to 17½ it became classical and mathematical, but I kept up my Classics. On entering Woolwich, of course I dropped the Classics. On thinking it over, from one's experience of life, I think I owe immensely to my classical education, but I certainly think that there is now no time for Greek. I think Greek should be dropped, and that Latin should take its place. I look upon the value of Latin not merely as helping to give one a power of literary expression, but as giving a grip on the structure and the grammar of a language which you probably do not get in any other way, and lastly, as a great help to the learning of certain modern languages. I would therefore make the General Education Course consist of Latin and one modern language.

842. Do you think that a modern language can be satisfactorily acquired at school, or is it necessary that a boy should have some residence abroad in order to acquire the necessary colloquial expression?—I cannot help thinking it might be better taught than it is at school; of course in schools, in my time, modern languages were certainly very badly taught, but I think enough could be taught at school. I think, if you make your main language Latin, then your modern language could be treated colloquially, and you only want, in fact, to be able to speak with fair ease, to write ordinary business letters with ease, and to read anything that is not very abstruse with ease. That is not a very high standard to attain. I think that if you make your main language Latin, that is to say, for the study of Grammar, then you can treat your modern language only on those lines.

843. What is the time at which, in your opinion, the Military education of the young officer ought to be begun?—About 17.

844. You think his Military education ought to begin before he joins the Army?—I do. I think he ought to specialise at 17 or 17½, and I think that would give the time for a grounding in a good, liberal, broad education.

845. That would be, of course, anterior to his joining Sandhurst, for instance, because I understand the average age at which they join Sandhurst is something like 19?—Yes, anterior.

846. (*Dr. Warre.*) Could that be done at school, do you mean?—I think that the whole of that could be done at a public school.

847. Before 19?—And the more that is done at a big public school the better.

848. Do I understand then that he should go into the Army Class at 17 or before?—I should have thought there hardly need be an Army Class at school; with the few things I have specified as special up to that date, I should have thought there would be hardly any necessity in the school for a marked line between the Army Class and the other.

849. If the general curriculum of the school included Greek?—That is true, but I am not certain that that will last.

850. (*Mr. Walker.*) We are not approaching the point of dropping Greek for the Upper Classical Forms yet?—No.

851. That is not in sight?—It is not in sight, but I hope that it will come.

852. (*Captain Lee.*) When you said drawing, did you mean freehand or geometrical drawing?—Both. I think geometrical drawing is badly taught as a rule now; it is not put into a practical or productive shape, and it does not teach what is wanted to be known, and that which it is most necessary at an early age to get at. I have been very much struck with what is done by the sons of artisans in that direction, compared with what is done by boys in our class. I was Examiner for the Science and Art Department for many years, and for several years I went round inspecting the night schools in London, and it is quite astonishing the high standard which these boys, coming in rough from their work and tired in the evening, manage to acquire in good practical drawing, understanding not only a very fair amount of geometry, but ordinary machine drawing, which is very important. Then at Woolwich

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I have got a night school there for boys, and it is quite astonishing what they turn out, and I cannot see why we cannot do something of the same sort for our sons. In addition to that, I think rough sketching, that is freehand sketching of a very rough and unconventional kind, but still enough to convey a general impression, is very valuable, and that kind of sketching, I think, can be implanted in boys who have not got any artistic sense at all.

853. Would you include any form of Military History as a preliminary?—No, certainly not.

854. I do not mean deducing special lessons from it, but the mere study of the Military side of history?—Not at all in the school curriculum; I should bring in only the general history and geography of the Empire, but I should not specialise in Military history until the special period after 17 began.

855. (*Chairman.*) But you would give special attention to the geography of the Empire?—The history and geography of the Empire most certainly.

856. Which is very much neglected at the present time?—In my view it is shockingly neglected.

857. What are your views with regard to the existing system of instruction at Woolwich and Sandhurst? We will take Woolwich first. Do you consider that the present system, so far as you are acquainted with it, is sound, and, if not, in what way would you wish it improved?—I am afraid I cannot speak with any knowledge of the actual course carried out at Woolwich now. Up to 1892 I examined constantly for Woolwich in fortification and artillery, and I did not derive at that time a very high impression of the class of teaching carried out; it did not seem to me to be very thorough, and it seemed to be based largely on selected pieces from indifferent text-books. I was not favourably impressed by it, but since then of course I see a very great deal indirectly of the effects of education, in the Artillery especially, and I do see a want in certain directions. I do not think there is sufficient cultivation of observing power; there does not seem to be any individuality or any attempt to tackle a little difficulty when it comes up, and especially there is a deficiency in mechanical ideas. I should say, judging from my experience of the officers turned out, that in that respect the training at Woolwich is not quite all that it should be.

858. (*Colonel Jelf.*) Do you find that want in the Royal Engineers too?—I am afraid I cannot speak as to the Royal Engineers so well, but my impression of the Royal Engineers I had under my orders at Malta was that they were superior in that respect, and I attributed that rather to the longer Chatham training.

859. (*Chairman.*) Do you think that the instruction at Woolwich should be purely military and technical?—I think that it should include one modern language; the modern language which has been taken up previously should be gone on with. I have just jotted down what I think ought to be obligatory subjects at Woolwich,—One Modern Language; Mathematics, including Elementary Mechanics; Artillery, to be modern Artillery only, and not the obsolete rubbish with which we wasted our days when I was there; Military Field Surveying; Drawing, including the elements of Machine Drawing; Fortification, Coast and Permanent, mainly principles; Tactics and Field Fortification treated together: the elements of Chemistry and Electricity, just going in the directions which will be practically required afterwards; Military History; Elements of Military Law; Military Organisation, Company Accounts; Drill, Riding, and Gymnastics. That seems a formidable total, but of course a great deal of it does not amount to very much. That would be obligatory. Then I would have three optional subjects, a second Modern Language, Higher Mathematics, and Higher Science; but I would allow at most two of those subjects to be taken up—probably one would be sufficient; certainly not more than two.

860. Would you give the cadets destined for Horse and Field Artillery the same training as is given to boys entering for the more technical service of the Engineers and Garrison Artillery?—I would absolutely. Some years ago I used to think entirely the other way, but now I believe it is necessary that the Field and Horse Artillery should have more training than they would be likely to get at Sandhurst, unless it was highly specialised there. They can learn nothing of Artillery at Woolwich which will do them harm, and they must learn something that is good. You see the technical work of Field and Horse Artillery is getting more and more complicated every year—I mean the old simple form of armaments is tending to disappear. The Field and Horse Artillery equipments that will exist in the course of the next few years will entail, to understand them thoroughly, a considerable amount of mechanical knowledge, and I think that every Horse and Field Artillery officer ought to understand every single bit of his equipment from top to bottom. I am sorry to say that is by no means universal at the present time. As time goes on I think it will get more complicated. The progress in Field and Horse Artillery is apt to be checked if you do not educate officers sufficiently in mechanical ideas; I mean to say that officers not so educated learn to think of a thing that is really very simple as prohibitively complicated, and therefore there is a tendency to stop progress, which other nations do not shirk, merely from want of sufficient early mechanical training. I think if you took the Horse and Field Artillery cadets away from Woolwich and put them at Sandhurst, matters would be worse in that direction than now.

861. That is what they do in Germany, I understand; they train only the Garrison Artillery and the Engineers in their technical college, and the Horse and Field Artillery are trained with the Infantry and Cavalry?—I believe that is the case; but they must specialise a good deal.

862. At all events, your view is not in favour of sending the Horse and Field Artillery to Sandhurst, for instance?—No.

863. You prefer to keep them at Woolwich?—Yes. I think it is a disadvantage to a College to have it split into two parts, and I think probably both sides of the College would suffer if they tried to run two courses together. When the bifurcation system was introduced at Woolwich, I was strongly against it; at the end of the first year they took Engineers and Artillery, and you had to arrange special courses for them after that, and that was a great mistake, and there was nothing gained by it.

864. (*Dr. Warre.*) You think that the Royal Engineers ought to have a different training?—I think you must keep the Artillery and Engineers together as long as possible; the Engineer specialises when he gets to Chatham compulsorily, and a proportion of the Artillery specialise by going to the Ordnance College later.

865. (*Chairman.*) Do you consider that there are, under the existing system, sufficient inducements for the young officer to keep up the theoretical study of his profession after he joins?—I am sorry to say that there are exceedingly few inducements to do anything of the sort; there is practically nothing that I can see. Your special studies do not really count for your promotion; one sees constantly selections made for appointments for which there has been no special training and no special effort to qualify for them, and I cannot say that I think there is anything like sufficient inducement at present. As regards the Promotion Examinations, I think they entirely fail to promote study. I think the only way is to make it thoroughly understood that special qualifications obtained by hard private work will count, and, in the long run, must count; I do not think there is any other way of making study popular.

866. (*Captain Lee.*) How would you propose to make them count?—Of course that is rather a big question, but if you take the Navy, a Naval Sub-Lieutenant, if he gets at his Examination a certain number of stars, that is, first class in certain subjects, is a made man from that time, and he knows it; but as to the Army Promotion Examination, if you scrape through, it does not matter whether you have scraped through by the skin of your teeth or whether you get honours. I have never heard of its making the slightest difference.

867. (*Chairman.*) We have learned the same from other witnesses, that the Promotion Examination, especially of junior officers as now carried out, is practically a farce?—I think it is an absolute farce; I think it pure cram at the present moment, in fact I think arrangements have been made for the cramming to be done through the post.

868. (*Dr. Warre.*) Would you think it possible to have something in the form of a Military University to which, in the course of his time as Lieutenant, and afterwards as Captain, an officer should be bound to go for a certain time, say, for a six months term, twice as Lieutenant, not consecutively, and once as Captain, or

however it might be arranged, with an examination at the end of that time as serious as an examination at the University, from which a man would come out either with a pass, or with a class, or with the stars as you indicated for the Navy people, and those people who did well would be the people who would be noted for Staff appointments and rewards, and so on. Do you think a system of that kind would be efficacious?—It would be such an enormous thing, if you had any sort of institution through which you passed all the officers of the Army, that I almost think it would be too big to do. My general idea is that you should have a good Promotion Examination for the rank of Captain, making that Examination a reality, and that you should never examine officers afterwards.

869. (*Chairman.*) With regard to Sub-Lieutenants, we will say the A. and B. Examination, is there not at present rather an idea among officers who join that having got off Barrack Square, and having passed their A. and B., there is nothing whatever to do for five or six years except enjoy themselves?—I am afraid there is, but I think that is entirely in the hands of Commanding Officers. I think it would very much depend on them.

870. From that question I would ask you this. With regard to the question of inducement, you have alluded to the system in the Navy; is it not a fact there that the young officer who gets his three stars gets more rapid promotion?—Yes, certainly.

871. In fact he changes his position in the Navy List?—He really does.

872. He jumps ahead?—Yes.

873. And therefore it acts as an inducement for the boys to keep up their education and pass highly?—It may be overdone, because as a matter of fact you are selecting your future Admirals now at a rather early age; I am not quite certain that it is not overdone.

874. You think that you weed out rather too early?—Yes, rather too early; some men develop rather late. I think it is rather early at about 22 or 23 to practically select your future Admirals. Of course promotions given in this way are corrected by promotions given for active service; but still it does amount to this, that the Admirals of the future are being largely selected on that Sub-Lieutenants' examination.

875. I was asking the question to try and find out some way in which you could make your young officers keen about their profession during the earlier years of their service?—I think a stiff, broad and real examination, excluding as far as possible anything that could be crammed, for promotion to the rank of Captain would have a good effect, that is to say, an examination that would have to be passed by most young officers before they were 26 or 27. That and the consciousness that they were marked, and that their selection for various things would depend upon it, would have great effect. I am afraid I cannot go as far as selection for promotion at that period. I think we have not been educated as far as that yet, but that may come; but even without that I think, what I have just suggested would very much heighten the inducement to work.

876. You would let them more or less go free until the end of their sixth or seventh year then?—But the going free should be associated with most strict and intelligent inspection, catching them every year, and several times a year, which is to enable you to find out the men who are following up their profession and making a study of it, and those who are doing nothing but loaf.

877. But inspected by whom—by the Commanding Officer?—Right through, and especially by the inspectors who I hope will be appointed before long for inspecting the Army generally.

878. (*Captain Lee.*) You would not allow young officers to go in for that Examination until they had a certain number of years' service?—That is so.

879. There is a tendency now, I think, for the officer to pass his promotion Examination before his school education is forgotten?—Yes.

880. (*Chairman.*) That is a question we are anxious to find some solution for?—He ought to have a fixed period of service before being examined.

881. (*Dr. Warre.*) Greenwich acts as a kind of University for the Navy?—Yes.

882. That is very important, looked at from the educational point of view; would there be any possibility of having something similar to Greenwich for the Army, not necessarily all in one place, but say at Salisbury Plain and Aldershot, and possibly at the Curragh in Ireland?—I do not see how you could afford to withdraw from the Army the number of officers you would have to send away.

883. We have had it in evidence that it is absolutely necessary that the number of officers should be largely increased under any circumstances, and according to this plan the educational possibilities of the officer would be greater, supposing you had a sufficient number?—If the country is ready to provide a great number of additional officers, so much the better; but our proportion of officers is already enormously higher than that of anybody else.

884. I understand, from the evidence we have had, that we are very short of officers?—I do not know how we actually stand as to the provision of officers, but our establishments of officers relatively to men are higher than those of any army in the world.

885. (*Chairman.*) We have had it also in evidence that the difficulty of training the young officer is that there is not a sufficient number of men for him to drill?—That is very often the case.

886. (*Colonel Jelf.*) Although officers are nominally on the establishment, they are very frequently taken away?—Yes, we have such an enormous number of small duties that take them away that you very seldom have a full establishment of officers.

887. (*Chairman.*) Is it a necessity for a young officer to obtain all his certificates in gymnastics and classes of that sort by a certain date?—No, I do not think so. I think there is nothing laid down about date; for certain appointments he has to get those certificates, and I suppose he takes them as he can.

888. Is it possible for him to go through his whole service without taking them?—Oh yes, those certificates are not necessary for everyone; I think Adjutants have to take them, but it is not necessary for the rank and file of the officers.

889. (*Captain Lee.*) With reference to this question of inducements, can you suggest any certain reward that could be given to a young officer who distinguishes himself at this proposed examination, as is done in the Navy? Could you have any system of stars, because personally I do not trust the War Office authorities in the matter; I mean there is no reason to be certain that they would really take that into consideration later on, unless there were some distinct condition?—I am afraid it is the kind of thing you must trust the War Office about; the patronage is practically in the hands of the Military Secretary, and looking up his lists, I think he ought certainly to be guided by such stars, if the stars were made a reality. I am afraid you cannot do more than hope that the patronage would be bestowed on those lines.

890. Would you have a system of "stars"?—I would certainly.

891. The system of the special certificate is a farce?—I do not think anybody knows anything about it.

892. (*Dr. Warre.*) Is the young officer annually reported on to the War Office by his Commanding Officer?—At enormous length. It is the most ridiculous report that ever was made, year after year it is reported that he has got tact, or that he has not, and so on; there is a whole column of 20 or 30 questions which have to be answered, and I think those reports are perfectly unnecessary and ought to be abolished.

893. Ought they not to be brought to bear on his education if it was made real?—Certainly, but I do not think there is anything included in them which bears on his education at all; it is his general qualifications.

894. We were given a sort of counsel of perfection, that the whole of the education of the young officer should rest with the Captain of his company; that was one of the views put before us, that the young officer when he joined his company should be immediately under the Captain, and that the second in command, I think, should look after the Captains of the companies to see that they did their duty in that respect in the education of the young officers; is that system recognised?—I do not think it is sufficiently recognised; I think it is here and there recognised. I know it is recognised in the Artillery; some batteries which have good Majors recognise that distinctly, and directly the

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boys come to them they give them some little responsibility, hand it over to them and see that they do it. I think there is no system that could be better if you could make it universal throughout the Army; that means inculcating almost a new spirit, and it is a spirit which I think we have to build up. I think the Captain as the instructor up to a certain point of the young officer, and the Colonel above him, are the best and should be the best instructors he could have, but I do not think that we have quite got as far as that yet.

895. We were told it was impossible, because they had so much else to do that they could not attend to that, and there were not sufficient officers?—I suppose that means that the office duties are so heavy?

896. Yes?—I hope there may be some reduction of the correspondence, and that sort of thing, that wastes time now.

897. (*Chairman.*) With regard to the last answer you gave, you seemed to say that the confidential reports of the Commanding Officers are practically worthless?—I think they are useless. The theory of them is, of course, that by comparing them for a number of years, as the people who make them change, no sort of favouritism can crop up, because if you have not got on well with one man you may perhaps get on well with the next, so that a correction comes; but I think that nothing should be reported except what is wrong. I do not think you want to report year after year for 30 or 40 years that a man has got tact.

898. Do you think that officers should join their units earlier or later than at present?—I think that they should join them not later than 21; I think that ought to be about the maximum limit for joining, and not much earlier than 20.

899. I suppose that if they joined later the difficulty would come in, that when they came to command their regiments they would be considerably too old?—One or two years would not make very much difference. I think it is a mistake to let officers join too young, and, at the same time, I think they ought not to join too old. They ought not to join at a time when they begin to feel that they ought to be under no sort of control.

900. Do you think it would be sufficient in the examination for the Line and Cavalry to have an examination merely testing the general intelligence of the candidate, that is to say, without any examination in technical subjects?—Do you mean the examination for commission?

901. No, for the Entrance to Sandhurst?—I should have only one examination for the whole of the Army; I would not have any special examination for Woolwich or Sandhurst.

902. (*Dr. Warre.*) Would the Militia be included in that examination?—Yes.

903. (*Colonel Jelf.*) And the Artillery and Engineers?—Only one; I do not think it is worth while maintaining the small differences that now exist between the Sandhurst and Woolwich examinations, especially if the examination subjects are made, as I have been advocating, entirely public school and general education subjects. I should have only one examination for all.

904. (*Dr. Warre.*) Would you then give those who had the best marks the opportunity of choosing whether they should go to Woolwich or Sandhurst?—Yes, an option determined by their place in the examination.

905. (*Chairman.*) Would that apply to the University candidates as well?—I think so.

906. Of course you would have the Entrance Examination competitive?—Absolutely.

907. And as you say, confined to ordinary school subjects?—Yes.

908. I think you have told us that in your opinion schoolboys being trained for the Army should be taught the rudiments of elementary drawing, map reading, and freehand outline drawing; you wish them taught these at school?—Yes, and I think there is no difficulty in teaching them.

909. (*Dr. Warre.*) You mentioned gymnastics: do you think that a boy who has the spirit of play in him and plays football and cricket, and so on, requires gymnastics besides?—I should certainly give marks for gymnastics in this general examination, and I do not think you can mark anything except gymnastics; you cannot mark for football, although presumably the good football player would find no difficulty in passing the examination I require.

910. Is there not a strong objection to that,—that the good football player, the boy who rows, and the fellow who plays cricket, and so on, is practically using the muscles that nature intended him to use to the full; and if you add gymnastics are you not using up his reserve of strength, which may tell on him afterwards? I consulted a very celebrated man, Sir Richard Quain, about having a gymnasium at Eton, and he was dead against it, and instanced that as the reason; he said that if you confined gymnastics to the loafers and the fellows who did nothing it would be all right, but that if you applied it to those who were full of energy in their play you would be exhausting their natural reserves, which they would want some 20 years later. He gave the instance of a certain prize-fighter whom he had to attend in his last illness, and he said that the man was a picture of everything you could wish, so far as the development of muscle was concerned; but as for having any reserve to meet his illness there was none, it was all gone, and the man died at 41 or 42, having been overdone practically, and that has happened to many. I thought that was very important evidence for me, and I acted upon it, and that is what made me ask you the question?—Of course one does not like to express an opinion in contradiction of Dr. Quain's; but, in the first place, there are boys who do not naturally do anything.

911. There are some.—In all schools that class of boy exists, and if you do not whip them into the gymnasium you do not do anything to their muscles.

912. I allow a certain amount of physical drill for all, but to have a gymnasium is something more than that?—The kind of things one would mark for are running, jumping, and all that sort of thing; and those things would come naturally to the football and cricket players, would they not?

913. Yes, but we also have it in evidence that, however desirable it might be to have these gymnastic exercises brought in as matters of competition, it would be impossible, because of the difficulty of marking and the suspicion of unfairness, and so on; in fact most of of the witnesses agreed upon that point; Mr. Walker asked them, and they said they could not see their way to its being included.

(*Colonel Jelf.*) I think Sir George Clarke's point is, that gymnastics might be marked for, but there would be a great difficulty in marking things like riding, football, and cricket.

(*Witness.*) That is my point.

914. (*Mr. Walker.*) Swimming would be very desirable?—Extremely desirable.

915. (*Chairman.*) What are your views as to the extension or modification of the existing system by which University candidates are enabled to enter the Army?—I am afraid I do not know very much about them; I have come across very few University candidates. I think if the candidates go to the University, they must specialise there—that is to say, the University must do something specially in the way of a course, to teach them certain Military subjects, and I think the suggestion made in the paper the Secretary sent to me that a University course should be associated with the Militia course seems a very rational one.

916. I take it that the minimum full University curriculum is three years, and that would enable them to do three Militia trainings?—Yes.

917. And it would enable them—which is the difficulty I understand with Militia candidates from the parents' point of view—to fill up the rest of the year?—I think that is a very dangerous time; some of them go and spend their time with crammers, but the others are rather at a loose end, and I think that filling in those gaps, if that could be done at the University, might be a great advantage.

(*Dr. Warre.*) If the Militia training did not clash with the University term, but fell in with the University vacation, that would be easy enough; but supposing the Militia training began in May, it would just cut the whole of the Summer Term out.

918. (*Chairman.*) But is it not the fact that the majority of the Militia regiments train after May?—Yes, they train after May; very few train in May, and it is more like the end of June.

919. (*Dr. Warre.*) Would you approve of the kind of arrangement that Cambridge University is wishing to make—in fact, I think they have already got permission from the War Office—namely, that their Volunteer Battalion should become an instructional battalion, and that they should pass their people through that?—I am afraid I do not quite know what would be done in this nstructional battalion; I should think that passing University candidates through the ranks of an ordinary Volunteer corps would not be the slightest use to them; it is quite possible that instructional battalions might be constituted which would give them the training they wanted.

920. Supposing they got certificates of proficiency, for instance?—I think the present efficiency qualification of the Volunteer means nothing at all, and that it would be no use whatever to an Army candidate; but if he could be an officer in a Volunteer corps so as to get his head straight in addressing the men, and that sort of thing, I think it would be an advantage.

921. Or even a non-commissioned officer?—Yes, but not a man in the ranks.

922. (*Chairman.*) Do you mean that you would give marks for that in the examination?—No, I did not think of that; I thought of it as a means of supplementing University training, to give some Military training contemporaneously with it.

923. But you would give the man who possessed the qualification no advantage except that he might find it easier for himself afterwards?—I do not think you could value it into marks. I must say I am not in favour of the present system of the Militia at all.

924. I was going to ask you that. Have you any experience of young officers entering the Army through the Militia, and how do they compare with those entering through Sandhurst and Woolwich?—I am afraid I could not give any impression worth having upon that point; that is just the kind of thing one has to be very guarded about, and unless you work through the whole career of the two candidates to be compared, I do not think you can say with any degree of accuracy; but I have met with some excellent officers who have come through the Militia. I know that in some respects the officers entering through the Militia are a little bit more popular with Commanding Officers, and that is quite natural, because they are a little more useful directly they join; they can move about and handle men a bit, and, therefore, they are more useful; but I must say that I think the whole system as it stands is very unfair to the Militia. The Militia are always shockingly under-officered, and you throw upon them yearly a large number of young boys to train. What the Militia wants is officers from us; it is not a force for training officers, and the effect of having these attached people who have no interest in the Militia whatever beyond using it as a stepping-stone to the Army is that they help to swell the number of officers belonging to the Militia, therefore deluding the people of this country into thinking that the Army has more officers than it has. I think that is very unfortunate.

925. (*Dr. Warre.*) It is a sham, in fact?—An absolute sham.

926. (*Chairman.*) For instance, from a cursory inspection of the Army List an outsider might fall into the error that the Militia was well officered?—That is so.

927. Especially with the junior officers?—Yes.

928. (*Dr. Warre.*) And when a war breaks out, immediately they become birds of passage and fly away?—They are instantly taken away at the time when they might be of some use to it.

929. (*Captain Lee.*) It has been pointed out by other witnesses that, whereas the probable requirements for the Army will average well over a thousand officers every year in future, and as Sandhurst provides only about 170 out of that number, the question of whether Sandhurst is retained or abolished would not make a very great difference to the supply of officers. Do you consider that it is essential to retain Sandhurst?—Absolutely. If I might just give my ideas upon that, the value of a Military College is this: That you get the young lad at a time when you can put ideas of discipline into him, and if you do not put those ideas of discipline into him at that time, in many cases you never get them into him at all, and the reason why the discipline of the Navy is distinctly superior to that of the Army is that you get all your Naval boys so young. You develop in them the idea of discipline which I do not think exists sufficiently in the Army; but if the whole of the Army, or nearly the whole of it, never went to any sort of Military school where they were under Military discipline at an early age, I think if would tell most detrimentally on the discipline of the Army.

930. Is it your experience that officers who have come in from the Militia or as University candidates are, perhaps, rather deficient in discipline?—I would not like to say that, and with exceptional men it probably would not be so; but I am certain there would be that tendency. I may say that I think that the discipline in some respects in the Engineers and Artillery is superior to that of the Line and Cavalry, and I do attribute that to the fact that the discipline at Woolwich was in my time, and is I believe at the present time, very strict, while at certain periods there has been extreme laxity of discipline at Sandhurst. I believe at Sandhurst it is better now, but that is only an administrative fault; if you have a college with young fellows there, it is your own fault if you do not discipline them properly.

931. I believe the shortness of the course has something to do with it?—Yes, you cannot do it in the time.

932. (*Mr. Walker.*) Do you agree with the estimate that 1,100 officers will be required annually for the future?—I cannot say; it seems to me almost too enormous.

933. (*Captain Lee.*) That was the estimate of the late Military Secretary?—It must have grown enormously.

934. (*Mr. Walker.*) They cannot pass through Sandhurst?—That is so.

935. (*Captain Lee.*) And that figure is exclusive of the Indian Staff Corps?—In that case it would be necessary to enlarge Sandhurst enormously. I think it would be worth doing.

936. Do you think it practicable?—Anything is practical; it is only a question of spending money, and I think it would well repay the country. I think you want the most of your young officers to go through a period of real good Military discipline before they join the Army. At the same time I do not think you want to make a cast-iron road to the Army, so that nobody can get in the other way, and therefore I think the door of the Militia and the Universities, wisely used, is a good one.

937. But generally you would prefer that the bulk of the officers should go through Sandhurst and should not come from either the Militia or the Universities?—Most certainly.

938. (*Dr. Warre.*) We were told the other day of an expression of opinion on the part of the Commandant at Hythe in regard to the boys who came from Sandhurst, as compared with officers from the Militia and Volunteers, and it was said that the officers of the Militia and Volunteers showed a very keen interest in the whole subject, whereas those who came from Sandhurst treated it as a thing to be got through and, nothing more?—I think that means that there is something wrong at Sandhurst.

939. (*Captain Lee.*) Do you not think that the length of the course is the main thing wrong at Sandhurst?—Yes, a year is absurd.

940. And it is not a year in practice?—No.

941. Then there is the very important question of Military Instructors, and we have had a good deal of evidence upon that point. I would like to know whether you consider there is sufficient inducement held out for an officer to become an instructor, and if such a *rara avis* as a good Military Instructor is found, whether any sort of inducement is held out to him to continue in that line with a prospect of reasonable reward?—I do not think that the pay of the Instructor, if he is really a good man, is nearly enough. I think a great many Instructors are very badly selected; they are not selected on the ground of their having any special qualifications for instruction. I also think the bigger instructorships of the Army—the Staff College and the Cadet College Professors—ought to be better paid, and they ought in some cases to be better men.

942. If there was better pay, of course the process of selection would come in; there would be competition for the posts?—There would be keener competition.

943. At present the posts are taken by men who perhaps have just married, and who do not wish to go abroad?—That is so.

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944. Who wish for what they call "a soft billet"?—It is exactly that; there is not sufficient competition.

945. So that it is not much good extending these educational establishments and making great preparations for Military instruction unless you strike at the root of the matter by getting a better class of Instructor?—I think that is quite part of the question. The instruction must be better—of a higher class. I do not know what your opinion was of West Point; I went over it.

946. I think, as to the instruction there, they carry the bad point we were speaking of just now almost to an absurd pitch. They have practically no extra pay for instructional officers, but they are drafted there as part of their regular routine duty, whether they like it or not?—I found some of them were exceedingly good.

947. There are a few professors appointed for life—I went to two or three classes which were going on, and I was very much struck with the way the work was done.

(*Mr. Walker.*) Are these professors Military men?

(*Captain Lee.*) Some of them. They have an extremely scientific professor in charge of the department, and he has five or six young Subalterns drafted from all branches of the Army to assist him in teaching, say, the theory of wave motion and some other abstruse subjects.

(*Witness.*) If you have a man who has a genius for teaching Military subjects, such as tactics, I think he ought to be able to go on if necessary for 10 or 15 years, provided that he is keeping in close touch with military progress and is not settling down into a groove.

948. And you would make that possible by increased pay and no other system of reward?—That is so; he cannot, I suppose, expect to be decorated.

949. (*Sir Michael Foster.*) I gathered that you think Sandhurst should be used very largely for the main part of the Army simply for discipline?—Simply for discipline.

950. Not that you think they are taught better under that system, but simply that while they are learning what they might learn elsewhere, they are being well disciplined?—I think that what they are taught and what you require to teach them ought to be better taught there than it can be anywhere else. I do not say it has been in the past, as I am sure it has not, but I think it should be.

951. (*Colonel Hammersley.*) I presume your point is that the work should be more continuous, without breaks at the college?—Yes. I think there is a sort of cachet which a good Military college conveys which I do not think can be got in any other way; it is almost a question of military etiquette, and there is the attaching of importance to trifles which you have to din into the young officers. The things that seem small to a man that has not been brought up that way are obliged to be made important in Military life as you know very well, and unless that idea is dinned into a young fellow I do not think he gets it in after life.

952. (*Sir Michael Foster.*) He cannot get it after he has joined?—Not so well; that depends to a very great extent on the tone of the particular regiment he joins; in some regiments a very high tone prevails and there he gets it driven into him more, but not, on the average, so well.

953. (*Dr. Warre.*) Seeing that we are told that only 170 out of this large number every year go into the Army from Sandhurst, is the difference as regards this cachet noticeable in these young men afterwards?—This must surely be a modern innovation, because, in years not so very long gone by, the majority of men must have gone through Sandhurst.

954. We had it in evidence the other day that they passed in only 170 per annum; I asked the Military Secretary particularly how many were turned out, and we were told 170 per annum?—Was that prior to the war? This thousand a year must be a war requirement.

955. They had upwards of 2,000 last year, 1,200 were wanted this year, and he estimated that 1,100 would be wanted next year.

956. (*Mr. Walker.*) If these numbers are correct, Sandhurst ceases to be a place of great importance for the Army?—Undoubtedly, unless it is enlarged it becomes a comparatively small factor.

957. (*Captain Lee.*) That is a point that struck us very much at the time—that Sandhurst played a very small part in the production of the officers?—Of course, in years gone by it played a great part.

958. (*Colonel Jelf.*) I believe much larger numbers passed through Sandhurst in old days, and I think you will find that the medical authorities made some difficulty about the amount of accommodation—otherwise there might be a good many more produced?—There used to be a larger number, certainly.

959. (*Captain Lee.*) I think there is only one cadet allowed per room now, whereas there used to be two?—There used to be three or four at Woolwich in my time.

(*Chairman.*) This is the question of Dr. Warre with regard to the matter, and the answer, "With regard to "that, the number coming from Sandhurst College, I "understand, is 170 per annum?—(*A.*) It works out "in this way; Sandhurst holds 360, and at a year and "a half's course that gives you 240 a year; 70 of those, "on the average, go to the Indian Staff Corps, and "that leaves you with 170."

960. (*Captain Lee.*) There is one important point: With regard to Military instruction wherever given, do you not think that the dearth, or I might almost say the entire absence of recognised official text-books, is a very serious matter?—I think the text-books we have are generally exceedingly bad, and there are not enough text-books.

961. With the exception of Fortification and Military Topography, there are no books that are even called official text-books, I mean in the more general subjects of Military education such as Tactics and Military History?—There are none. As to things like tactics and field fortification, I have often thought that we have no book like the German book; they have an excellent tactical and field fortification book full of principles, and we have nothing corresponding to that at all.

962. Do you not think it extremely important, for the private study of officers as well as for their instruction, that that work should be taken in hand either by a Committee of the War Office, or by some responsible authority?—Certainly, I think it is one of the things that the Education Department should look to much more than they have done in the past.

963. I know, both as a student and an instructor, it has always been a tremendous difficulty, one has had to rely for instructional purposes mainly on pamphlets compiled by crammers which one has secured as a favour?—That is true; the crammers have made their own text-books.

964. And very excellent they are, some of them.

(*Chairman.*) In most cases better than those supplied by the War Office?

(*Witness.*) Yes.

The witness withdrew.

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Lieut.-Gen. the Hon. N. G. LYTTELTON, C.B., examined.

965. (*Chairman.*) We are very anxious to get your opinion on one or two points from your very great experience, both as commanding a battalion and also from your experience in the War in command of a division. You know the reference we have—to inquire into the education of the young officer, both before he joins and after he joins the Service?—Yes.

966. I will start with this question: With regard to the efficiency generally of the young officer, has he fallen off, in your experience?—No, he has come on amazingly.

967. He has a much better training than he used to have when you first had experience of him?—It is certainly very much better since my young days, which is rather a long time ago now.

968. And you have no fault to find with him, either physically or intellectually, by comparison with what he used to be?—No.

969. Are you satisfied with him generally now? Do you think he is intellectually a good man?—He is not screwed up to the highest point, or to the point to which it would be desirable he should be got; there is more to be done.

970. In your experience, do you prefer an officer who has come direct from a public school or from private tuition?—In my own regiment, the Rifle Brigade, during my term of command, and of being second in command, practically the whole of them were public school men, a large proportion from Eton, and at present I only remember one who was not. I did not have much experience of that one; but, as far as I know, he was up to the standard of the rest. I do not say they were better than the others, but the public school men were as good as you could want.

971. What are your views generally as to the extent to which the early education of the boy destined for the Army should differ from the boy intended for other professions? Do you want to give a Military tinge to his life at a very early period?—No, I do not think so.

972. You prefer to take a boy with a good general education, and teach him his Military subjects afterwards?—I think so; in the Infantry and Cavalry he can practically learn all that is necessary with his regiment. That refers to the great mass of them, and for those you want to push on further there is some instruction like that of the Staff College, but for the ordinary run of regimental officer, he can learn his work in the regiment just as we all were supposed to in my young days. In those days, as indeed now, much depended on the Colonel, and in many cases the education was allowed to slide altogether.

973. What are your views as to the part modern languages should play in the education? Do you think it desirable that the officer should be able to speak French and German, or French especially?—Yes, but the difficulty is to keep up the knowledge of it colloquially. It is only the other day that I was talking to an Aide-de-Camp of my own, who I think must have been rather smart in picking up languages; he spent a year in Russia and a year in Germany on his father's business, and he told me that he could speak both languages quite fluently, but I heard him try to speak German in South Africa eight years later, and that power had passed from him. As to Russian, I had no means of testing him, but he told me he could not speak a word of it now.

974. We had it in evidence the other day that officers were in the habit generally of returning themselves as able to speak French and German in the reports sent up every year; but practically the experience of those who gave evidence here was that that was a farce; that is very much as you say?—Yes.

975. They could not pass an examination?—A great many could pass an examination on paper for years afterwards. Speaking for myself, I was never ready in picking up a language colloquially, but I passed certain examinations in some without much difficulty, and I think that ability can be retained, and you can easily pick a language up again if you have been once pretty familiar with it.

976. (*Captain Lee.*) The principle of these confidential reports is largely once a German speaker always a German speaker?—Yes. The War Office once found fault with me for dropping Italian, with which I had once been fairly familiar but had forgotten.

977. If you return yourself as speaking fluently, there is no difficulty about it as far as the report goes; the mere statement is accepted?—It was in those days, and is now, I think.

978. (*Chairman.*) Do you think that under the existing system there are sufficient inducements for a young officer to keep up the theoretical study of his profession?—No, and that is where I think improvement necessary; at present, as long as he can scratch through his examinations, that is the only inducement he has got.

979. Are these examinations for promotion really serious examinations?—No. I agree with this question here: "In your opinion, do they tend to encourage the "custom of idleness with a brief period of cram?"

980. You mean the officer crams now?—Yes; if he has been well grounded originally, it is not a real matter of cram in the sense of going to a crammer, but he works at his text-books and things for a week or so.

981. And there is no inducement for him now, if he is once safely landed in the Army, to keep up his technical subjects really?—No. Very much depends on the Colonel; he may take an interest in this matter, and may make his examinations useful and interesting to the officer. There is a weekly examination.

982. It is quite possible for the officer to get through the whole time with a minimum amount of knowledge?—Yes.

983. Do you see any means of meeting that difficulty?—I think that a system of yearly examination, with papers set sent from the Education Office, might help to keep them up to the mark. There is no doubt that there is very little encouragement at present, and there is also another thing to be remembered, that a great many of those young fellows who come from crammers are so sick of the sight of the books at which they have been kept grinding for a long time that they are disinclined to read anything.

984. (*Dr. Warre.*) Would it be possible to have a sort of University or Junior Staff College, to which every man had to go for some period before he got his promotion to Captain, and so to differentiate the people who passed and those who earned distinction by giving rewards, so as to give an impetus to these fellows to learn and make them more keen about it?—I have not considered this University question.

985. A Junior Staff College?—I think it might be possible, and it might be desirable, to lay down that a man who does particularly well in examinations held there should be put over the heads of those who have only scratched through; but it is a biggish question, striking at all seniority promotion.

986. He might be selected for Staff employment, and given further advantages?—That is as the Staff College is now.

987. On a lower scale?—Yes.

988. (*Captain Lee.*) Practically, at present the possession of a special certificate, even if a man passes with honours, does not count; he is given the parchment, and that is an end of it?—Yes, I do not think it does him any practical good.

989. Could you suggest any method by which distinction in these examinations could be made permanent and of some negotiable value?—You might consider an Honours man for promotion before a Pass man.

990. Do you think if they had some "star" to their name in the Army List, or something of that sort, which would not leave them merely at the mercy of the memory of the War Office officials, that would be a change for the better?—I do not think it would do much good; I think, if I remember right, in the Indian Army List there is an alphabet after some of these fellows' names who pass in honours, and all sorts of things, but I do not know that it is of much value.

991. (*Dr. Warre.*) We have been told that the young Navy Officer has a mark of distinction of that sort, and that it helps him towards his promotion?—That is a very different thing.

992. (*Chairman.*) In fact, the young Naval officer who passes with, say five stars to his name, changes his position on the Naval List altogether?—Yes.

993. And at all events, whatever honours he gets are a great inducement to him in the training period to work hard?—Yes, and I should prefer something of the same sort in the Army.

994. (*Dr. Warre.*) You might have a junior Staff College or something of that sort, through which an ambitious man might go, or through which he might be recommended by his Colonel to go?—You mean a sort of subsidiary Staff College? You have the Staff College, and I am not sure that that is necessary. I am not against the idea of a place for study, but I was thinking rather that if you keep on the Militia candidates, it would be a very good place for them to go in the long period of idleness.

995. (*Chairman.*) With regard to that question, what is your experience from the recent campaign as to the relative excellence of the officer joining through the Militia and the officers joining through Sandhurst?—I could not tell you about it from the point of view of the recent war, because commanding a division you do not know who the young fellows are.

996. Then will you please take the period when you were in command of a battalion?—The Militia men were every bit as good as the Sandhurst men, though

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on joining, the cadets naturally knew more than the Militiamen.

997. You thought the men joining their battalion through the Militia were just as good as those joining through Sandhurst?—Yes, and I had rather an extensive experience, because I was second in command of the 3rd Battalion in India and in temporary command frequently, and then I commanded the 1st and 2nd Battalions. I brought the matter up before the Army Board once, and I was sat upon as statistics showed that the Staff College men and the Adjutants were mostly Sandhurst men. There is an easy answer to that, because the best men go to Sandhurst, and they got these positions, not because they went to Sandhurst, but because they were the best men at starting.

998. You mean that as a rule the majority, or a large proportion at all events, of the men who go through the Militia do so because they either fail for Sandhurst or funk the examination?—Yes.

999. And, therefore, on the face of it, the Sandhurst men are intellectually the best?—Yes.

1000. But as practical soldiers you found the Militiamen equally good?—Every bit.

1001. (*Dr. Warre.*) Do you think the Sandhurst man has a particular cachet on him of attention to minute points of Military discipline, and so on, which differentiates him from the Militia or University candidates?—I could not say so; I think probably the experience gained by the Militia officer in dealing with men is of greater value to him than a good deal of the knowledge of special subjects acquired by the Sandhurst cadet is to him.

1002. (*Chairman.*) And that being your opinion now of the Militiamen, you would go further and say, that if the Militiaman could have a course of technical instruction he should really be the better man of the two?—I think so; I think that if added to his two months' Military training he had eight months' at Sandhurst or some similar place, he would have a more valuable training than anything we have got.

1003. (*Dr. Warre.*) It is a bad thing for a man in his first year to have only three months' training and all the rest of the year to do nothing, while in his second year he has only one month, and nothing for all the rest of the year, and you think it would be much better if you could employ him for the other nine months in both years?—Yes, in technical instruction, drawing, and things of that sort, which a man picks up better when young than later on.

1004. (*Colonel Jelf.*) Dr. Warre asked you about University candidates: have you had any experience of them?—Yes.

1005. Do you think they are equal in the sense of discipline to those who have come through Sandhurst?—Yes, I think so, but they came in later, and some of them—I have not much experience, but I can call to mind four or five—were rather discouraged because at their age they saw no prospect of rising to the top.

1006. And you do not think the tendency of the University system, as at Oxford or Cambridge, is to make them find it rather difficult to see the advantage of seniority, and so forth?—A little, but not to a marked extent. I should say that I am in favour of a younger age for joining.

1007. (*Chairman.*) That is a point I was to ask about. What is the age at which you think the officer should join his unit?—I think 19.

1008. You would like to take them young?—Yes.

1009. In fact, you would prefer to take them either direct from Sandhurst or direct from a public school?—I would not care which, nor would I care much under what system, either examination or nomination. I have great confidence in the head masters, and I think if they had the nomination they would know that their own credit for judgment was at stake, and we should get the best boys they could find. Of course, it would be very hard lines to exclude all but public school men, but as far as the public schools are concerned, I should be perfectly content to get the boys the head masters recommended without examination at all if they liked. They could hold an examination themselves.

1010. And you would teach him his technical subjects afterwards?—Yes.

1011. Who would be responsible for the education if that were done, the Commanding Officer and the second in command?—The Commanding Officer must be responsible, but he would probably delegate some of the actual instruction to somebody with qualifications for it; you would usually find somebody in the regiment fit for it.

1012. There is another question which has been asked several times here on this point. Would you give any marks or any special facilities to boys who have joined from a public school who happen to have been officers or non-commissioned officers in their local Volunteer Corps, as showing their military ardour and military instinct?—No, I do not think I would. I do not know what it is now, but when I was a volunteer at Eton, 41 years ago, promotion was not given on the grounds of military efficiency, but to boys who were influential from other reasons.

1013. You do not think that any technical experience that might be gained in that way is of any use after they join, and you think you would have to re-teach them?—A great deal. They all do join the Volunteers, I suppose, and it is desirable that they should.

1014. But you could not give any facilities afterwards on that account?—No, I do not think I would.

1015. (*Dr. Warre.*) Apropos of that, do you think that, supposing the Volunteer system at school was enlarged very much and improved, it would, apart from this question of the young officers coming in, put the whole thing on a higher level with regard to common Military knowledge; in fact would it not make a certain amount of Military knowledge universal throughout the educated classes, and do you not think that would react on the young officer generally?—It might.

1016. It would lift the whole thing very much?—It might.

1017. There are so many things now seemingly mysteries, which are really bogies, because after all it is very simple, and if those became matters of common knowledge, the training of the officer would start away from a higher platform?—Yes, it would.

1018. (*Chairman.*) Did you hear, in the recent campaign, any expression of opinions on the part of Commanding Officers with regard to the education of their young officers, we will say, in special Military subjects such as Topography; were they satisfied with their knowledge?—I do not know; when I left the division with which I was connected five or six months ago, we had not had very much experience of the new men, the nominated men, and those who had come in under the new system. We were very short of officers indeed, and only a few of these officers had joined; but certainly, whenever one came across them on picquet, outpost duty, or doing field fortifications, one was struck with the extraordinary way they picked it up; I found several Militia officers extremely good at all that sort of work, mostly learned in the field.

1019. And after they joined?—I think so, and a lot of it out there.

1020. That would rather tend to show that the amount of time spent on it at Sandhurst, practically, was not worth very much?—I would not say it was wasted. A good many of these Militia battalions were a very long time on the Lines, some 10 months or more at particular stations, and they had plenty of time to work at these things, and they did with extraordinary zeal.

1021. (*Captain Lee.*) I presume, with hostile sharpshooters in the neighbourhood, there is great inducement to study fortification, and much more than you would find at Sandhurst?—Certainly.

1022. (*Dr. Warre.*) You mean that they make their practice in face of danger?—It is very good educationally; as to the work of some of the Militia, at Springfontein and Edenburg I saw field fortifications which would have done credit to Royal Engineers.

1023. (*Colonel Jelf.*) Were you satisfied with the Royal Engineers who came under your command?—Very much satisfied indeed.

1024. You had no complaint to make of the young officers?—No. Some are better than others of course. But the company of Engineers I knew best were extremely good, and they had a very good Volunteer Engineer officer, who was with me 12 months, and he is there now, I think.

1025. (*Captain Lee.*) On the whole, did you find that the officers who had been educated at Woolwich were

perhaps better instructed than those who had been educated at Sandhurst?—I could not say, as I have not had enough experience, but I should think, probably, they were.

1026. The much longer course would have an effect in that direction?—Yes; the Engineers who are educated at Woolwich have a direct stimulus to do the best they can for themselves, and they do it.

1027. (*Colonel Jelf.*) You did not see anything to lead you to think that the Field Artillery would have been better if they had been educated away from more scientific instruction?—No, I do not think I did. I do not think the Artillery need much done to them; I formed a very high opinion of them. They were outranged by Boer guns, but I never saw a Boer gun knock them out for a moment.

1028. (*Sir Michael Foster.*) I think you said that the ordinary officer for the Line and Cavalry can learn all he ought to learn in the regiment?—Yes.

1029. By that you mean that that is the best way for carrying the matter out?—I think it is. I have strong ideas about the public schools and crammers. I say nothing against the crammers, who are very able men and very good at their work, but I think it a great pity that a public school man should be taken away from the public school to go to a crammer just at the stage when the public school is the best possible training for him for the Army. The boy who rises to the top of the school, the leading boy who is captain of his house, or captain of the football club, or anything else, gets habits of authority which are a great help to him afterwards.

1030. (*Captain Lee.*) Is it not rather the fault of the school if he goes away to a crammer, as showing that the school training is not sufficient? For instance, in the case of Cheltenham, that school passes in double the number of boys that come from any other school, and they very seldom go to crammers. — Do the Cheltenham boys never go to crammers?

1031. Hardly any; 90 per cent. go direct. Would not the fault rather lie with the instruction at the school?—That may be.

1032. (*Mr. Walker.*) What do the crammers charge a week for teaching?—I do not know.

1033. You are not aware that it is 4*l.* a week simply for teaching?—I thought it was something of that sort.

1034. With a payment of four guineas a week, could you not afford to have very small classes?—I really do not know; I have not studied that subject.

1035. (*Sir Michael Foster.*) But you think that all the teaching that is needed might be carried on in the regiment? — Yes, for the ordinary run of Military duties.

1036. I suppose those men who are engaged in teaching in the regiment are aware of the progress that is being made; they know whether a man is working or not?—Yes, but I am talking more about the field duties and the interior economy duties, which are nine-tenths of the officers' duties. These can certainly be learned in the regiment. I think this war has shown us the enormously increasing importance of a knowledge of minor tactics, and this can be acquired after joining. Really, the Generals and the Colonels, when they once start the thing, have very little to do with an action afterwards; you have to leave it almost entirely to the Company Commanders, and very often to Section Commanders.

1037. (*Dr. Warre.*) I should like to ask whether, if the educated classes of this country could be trained as Volunteers from boyhood, being taught to read ground and to know the things to do, you would not have the whole thing very greatly improved—if the educated classes of this country went through that as a matter of course?—It might be an improvement, but some men have a sort of instinct; when the bullets begin to fly, they know what to do by instinct, and I think danger has a great deal to do with it.

1038. You do not think it can be taught, like virtue?—I should rather doubt it; you can get certain broad principles, of course.

1039. But I was rather thinking of it in this way, to take an analogous case: If you look at a boy who has been at Eton, and who has rowed about the river at his own sweet will, when he goes to Oxford or Cambridge, and is put into a boat, compare him with a man who has not had that previous experience, but who is simply put into the boat to try and do his best, and you will see the natural process in watermanship, the Eton boy doing it as a matter of second nature. If, therefore, you had those matters, which are quite capable of being taught at school, taught there, would not that be a very great advantage?—I doubt very much whether it would be possible to any great extent.

1040. Of course it is only in a very humble way, but, as commanding the Volunteers at Eton, and seeing a good deal of that kind of work in the field on field days, it is almost easy to pick out the fellows who are non-commissioned officers, and who know how to do things, who can carry out the orders, and who will be able to read the ground; you get it with boys, and I have had some instances of men who have written to me, after being a long time in the Army, saying that they had never forgotten the lessons they had learned?—If you can impart such a knowledge, they would start better than those who had not got it.

1041. (*Lieut.-Col. Hammersley.*) With regard to the training of the young officer with his battalion, I gather that you meant that he should be trained in Interior Economy and Field Duties with the battalion?—Yes.

1042. I did not gather that you meant he should be trained in Fortification, Tactics, Field Engineering, Military Law, and all these sort of subjects?—No, not all that.

1043. Those should be carried out at Sandhurst?—If he has been there, certainly. Do you mean before he joins?

1044. Yes?—I do not know. As I have said, my own opinion is that Sandhurst has not justified its existence. In my own experience, the young fellows coming from elsewhere are just as good as those coming from Sandhurst; they pick up things after they join, and they soon learn their Military Law and Field Engineering.

1045. They pick it up; but is not that rather the point? After he joins his regiment, would not the routine of the battalion and his various duties rather interfere with a connected system of instruction?—I think his first year's service ought to be almost entirely given up to the instruction.

1046. Yes, but when you commanded a battalion, did you not find very often that young officers had to command companies themselves?—Yes, not very often at home for any length of time, but abroad, constantly.

1047. Would not that rather interfere with their instruction?—No; except for the time he has actually got his company at field training, ordinarily his company work does not take him an hour a day.

1048. Under whom should the instruction be carried out?—The Colonel is the man who is responsible for that, as for anything else.

1049. To whom would he delegate the work?—The best man he could find for it—a good deal to the Adjutant as now. But the Colonel himself, and the second in command, who has not much to do, could do most of it.

1050. Do you not think the Adjutant's hands are pretty full?—Pretty well at home, but not excessively; it is a very busy Adjutant, in my experience, who on the average gets more than four hours' extra work a day.

1051. That is not my experience?—Of course, I have seen some who sat in the Orderly Room all day writing. Abroad, they do not get four hours a day. I was never Adjutant myself.

1052. You think that the administrative duties Captains have to perform nowadays—and that applies to the Adjutant as well—would not interfere with their instruction of the young officers after they joined the battalion?—They would, in places like Dublin, where time is taken up with every sort of ceremonial, and you cannot get your men. Dublin is the worst place I have ever been at; the amount of work they do of the kind I have mentioned crowds out the time that ought to be given to more useful things. Abroad, especially in India, you have lots of time to teach your men; in fact, that applies to everywhere I have been abroad.

1053. But I meant more especially at home?—Aldershot is all right, and any camp is right. There are many stations, of which Dublin is the worst type, where it would be very difficult to find either the time or place to do the instructions satisfactorily. They do

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manage to get sufficient time for the regular company training, but not for much else.

1054. (*Captain Lee.*) You said just now that Sandhurst had not justified its existence. Taking it on broad grounds, do you advocate the retention or the abolition of Sandhurst?—I would use it in the way I said just now; it might be very useful for Militia officers to go there for their spare time.

1055. As a kind of after course?—No, to mix the two together.

1056. But you would not have it as an avenue for cadets?—I am only speaking from my own experience, and I should not say that it was necessary.

1057. As to Woolwich, what do you say?—I do not know enough about it, but I think it does its work very well, so far as I know.

1058. (*Chairman.*) I understand that the annual output of Sandhurst is only 170 who join the Army out of the thousand or eleven hundred which we are told is to be the annual requirement in future. We also find by the Estimates that something like 50,000*l.* a year is the cost of Sandhurst, and, therefore, the 170 officers who join the Army through Sandhurst cost 50,000*l.* a year, against the others who practically cost nothing, and there is a question as to whether that 50,000*l.* a year could not be better spent in giving technical education to the officers generally; have you considered that point?—Based on my own experience, I think it could be better applied. The Sandhurst officers are good enough. I did not say they were inferior to the others, but I could not say that there was any difference in their favour.

1059. (*Captain Lee.*) Do you not think the inferiority of Sandhurst is largely a matter of the extreme shortness of the course?—I did not say that they were inferior; I said they were not so superior as they ought to have been.

1060. If Sandhurst was retained, it would be necessary to lengthen the course?—That I do not know; I do not know what the syllabus is in the least.

1061. It practically comes now to nine months?—It will be less now, I suppose.

1062. (*Mr. Walker.*) Unless it were enlarged, it would turn out fewer officers now?—Yes.

1063. (*Lieut.-Col. Hammersley.*) Did you find when you were in command of a battalion that the pay duties took up a great deal of the officers' time?—No, I cannot say I noticed that much.

1064. Do you think that it is an advantage that the Captain of a company should do all the pay work and the work in connection with the clothing, and so on, of his company?—Is there some new system since I was serving?

1065. No, I think it was the same in your day—1893?—I do not think it took up too much of his time.

1066. They are direct Accountants for the pay accounts; they are responsible for the payment of their company, for the accounts of the company, and their pay lists, and they are also direct Accountants with regard to the clothing?—I think it worked all right as far as I could see, but in my regiment, mostly composed of Londoners, perhaps, we had a better type of Pay Sergeant; we had always a number of men fully qualified for the duties of Pay Sergeant. I am told that in some rural regiments they find a difficulty as they do not get the right stamp. We got a good many men who came in with the intention of getting on. They engaged with the intention of making the Army a regular profession, and getting on as well as they could, so that we did not feel that want. The duty in connection with payment and clothing was not arduous.

1067. (*Chairman.*) The young officer now has no technical instruction in book-keeping?—No. I have always been an advocate for it, and I say the subject ought to be taught. In India especially, the number of funds the seconds in command (I was second in command in India, and I speak from experience) had to audit and be more or less responsible for was extraordinary. They were often very small and very troublesome. The canteen alone is enough; that is an extraordinary tax on a man's time.

1068. We have had it in evidence that there is no instruction given to the young officer before he joins on that point?—No.

1069. But directly he comes in he is responsible for certain funds, and he has absolutely no knowledge of any book-keeping at all?—That is so.

1070. (*Dr. Warre.*) And he very often gets robbed in consequence?—Yes.

1071. (*Chairman.*) That is a subject in which they might be instructed before they join?—I think so.

1072. (*Lieut.-Col. Hammersley.*) The whole point of my question was that the administrative duties officers have to carry out nowadays—not only the second in command, but also the Captains—and the various ordinary routine duties they have to do as Presidents of Courts-Martial, Boards, and Courts of Inquiry, and so on, take up so much of their time that they actually have not sufficient time to devote to the training of the young officer?—Well, you have got recent experience. I cannot say that I can lend myself to the idea that the British officer is overworked.

1073. Not overworked, but his time is very much interfered with?—I think that is matter of arrangement. Court-Martial duties and Courts of Inquiry take up some time, but not a great deal. A stray Court-Martial may now and again, but taking it all in all, I think there is plenty of time.

1074. My point is that it is difficult to get hold of the young officer for the purpose of instruction?—I think if he had to pass these periodical examinations, he would find time to attend to the instruction of the Instructor. There are places, as I said just now, where it would be difficult, and sometimes you would not find proper men to do it.

1075. But you would give it all to one man practically?—No, I would not.

1076. Each Captain should train his own Subalterns?—He should train them a good deal, but not in technical instruction. That would assume that every Captain is capable of imparting technical instruction, which would not be the case, but he could teach them a great lot of what I would call minor tactics, for instance.

1077. (*Dr. Warre.*) And ordinary topography?—Yes, he could teach them that.

1078. And how to make reports?—Yes.

1079. And certain engineering, bridge-building?—No, not the higher points of that sort. I do not know what garrison instruction there is nowadays. Is there much of that?

(*Lieut.-Col. Hammersley.*) Very little.

1080. (*Captain Lee.*) Arising out of that point it has been suggested by an Officer Commanding a battalion, that if the combatant officers are to continue paying their men, the young officers before joining should receive instruction in the preparation of cash accounts, and he said, "I hope the combatant officers may be "relieved of these duties and set free for training the "men, and that a regimental Paymaster may be trained "to do the whole of the accounts"?—That could be done; a good pay officer could do that. The old Paymaster Sergeants were a wonderful lot of men, and they certainly could have done the Company Accounts very easily.

1081. And do you think that would promote efficiency?—It would do away with this danger, which is not uncommon, of the young officer being swindled by an unscrupulous and rather clever Pay Sergeant.

1082. Would it also do away with his excuse that he had not time to study?—If he put that forward as an excuse.

1083. It would be more, perhaps, that the Captain could not say he had not time to instruct his young officers?—That is so; every one would have more time, I think.

1084. It is only the second matter which comes under our Reference; we have nothing to do with the question of whether the young officer is swindled or not?—Apart from the pay duties of the company, there are plenty of opportunities for utilising a knowledge of book-keeping as long as the canteen system goes on.

1085. (*Chairman.*) Arising out of an answer you gave very early in your evidence as to the age at which a man should join the Army, I suppose you could not send him to India at 19?—Not always, but very nearly, and they all used to go much younger than that. The young officers can usually go to the Hills during their first year.

1086. On joining at an early age they would not go to India, but they might go to the Home battalion?—They used sometimes to join at 14. It is desirable to get younger Commanding Officers, which, of course, would be accomplished by starting them younger.

1087. The great objection to the evidence given by Sir Coleridge Grove as to their joining at 20 would be that the Commanding Officers would be so old?—I should be inclined to make a difference in the case of University candidates, and let them join as late as 22.

1088. And they must take their risk as to their seniority?—Yes, but as a rule when they come in so late they do not mean to stick to it; they come in for 10 years, and then, of course, there is not the same objection.

1089. Otherwise he would be out of the running altogether?—Yes.

1090. (*Dr. Warre.*) Suppose a man went in at 19, and had his year of Military education possibly at home, that would make him 20, and then he would be ready to join anywhere, in your opinion?—Yes.

1091. Between the two systems, would that be a compromise worth having—to say that 19 would be the time for joining with a year's teaching, whether Militia or otherwise, and you practically make him a commissioned officer, and he joins his unit at 20.

1092. (*Chairman.*) You would rather have him join his unit earlier?—Yes.

1093. (*Dr. Warre.*) You would have have him join his unit at 19?—Yes. There is an incidental reason for that. A certain number of these fellows in the year's service would find they had mistaken their profession, and it is rather a good thing that they should be started at comparatively a youthful age in another line; when they join at 21 or 22, they can still be turned out before the end of three years' service, and turning out a young fellow at 24, it is more difficult for him to make a start in another profession.

1094. (*Chairman.*) You mean the weeding out process should be taken in the interest of the man himself and his after life at an earlier stage?—Yes, that is incidental, and I do not know that you need consider it very much, but it is something. It is the same thing with those wretched boys who, after spending years of their time and hundreds of pounds, never get in at all; they have spent time acquiring knowledge which will be of no use to them in any other profession.

1095. (*Dr. Warre.*) That is an objection to this new system of having mixed literary and Military examinations for the Militia which can go on until a man is 22 or 23, so that you have practically to examine a man at 22, in such a case, in subjects which he ought to have left off learning and known all about when he was 17. That is the last new system?—I did not know of that.

1096. You would not approve of that?—Not if it means that he would join at 23; I should not mind if the man comes in only to stay for a few years.

1097. Looking at it from the soldier's point of view, do you think it is a good thing to take these officers through the Militia, so that you deplete the Militia upon any scare of war or any real war, the Militia, which is an old constitutional force, being left without officers; do you think that a good system?—No.

1098. The Militia system at present is a sham?—It is better than it was, because before this plan was adopted of giving commissions to Militia officers, the Militia went without officers at all. I remember a Militia regiment which had only nine officers altogether and no Subalterns at all. This was during training.

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1099. (*Chairman.*) You suggest that the offering of so many commissions to the Militia every year is the only way the Militia get any officers at all?—To a great extent.

1100. *Dr. Warre.*) And they only get them as birds of passage?—That is all.

1101. And when you come to the moment when you want to use your Militia regiments, lo and behold all those officers are gone?—That is the difficulty in all the auxiliary forces.

1102. (*Chairman.*) That is the difficulty with the men too. Take the experience of the present war; first of all, all the men who could be drafted out of the Militia to the 1st and 2nd battalions were drafted out, then the officers were all taken away, and you sent the residuum out as a regiment to guard a roadside station?—They were thoroughly gutted no doubt; in the case of the Inniskilling Fusiliers, who suffered very greatly in Natal, and came under me afterwards, a great number of the officers and men were straight from the Militia. They shook down wonderfully fast; the Irish are very ready in that sort of work, and they became a very efficient battalion. I do not know what the Militia battalions at home were; they must have been non-existent.

1103. (*Dr. Warre.*) Is that a satisfactory system from your point of view?—There is little that is satisfactory in our system, if you come to that, in the sense of getting value for the money paid; you cannot get it under the system we have got now. Any system which saddles you with a third of the men quite unable from youth to take the field at once must be unsatisfactory. I do not think I ever knew any young officers fit to take up their duties at once, not from want of instruction, but from want of experience in dealing with men. If there are any who have been fit, they have been so few that they are not worth considering. Speaking of the examination of officers for promotion to the higher ranks, there are very considerable hardships attending upon that. A man goes to the West Indies, or the Colonies, and there does several years' foreign service, he has to come home and pay his own expenses in order to be examined. There are very few places abroad where you can exercise with all three arms.

1104. (*Chairman.*) The Committee were very anxious to find out, from your experience in the recent campaign, your opinion as to the relative value of the Militia officer, and what you have told us is very distinctly in his favour?—I did not know the difference during the campaign as to who were from Sandhurst and who were from the Militia. What I have said as to that is based entirely on my knowledge of the three battalions I have commanded.

1105. You heard nothing from the Commanding Officers in South Africa as to their opinion?—I have only asked one or two, and they did not think there was much difference.

The witness withdrew.

Major J. E. EDMONDS, R.E., examined.

Major J. E. Edmonds, R.E.

1106. (*Chairman.*) You know the Reference which has been given to us—to inquire into the education for the Army and of the young officer?—Yes.

1107. We know you have great experience in these matters. I think you are now in the Intelligence Department of the War Office?—At the present moment I am Assistant to Sir John Ardagh, H.M. Agent to the Compensation for Deportation Commission; but for the last 18 months I have been in the Intelligence Division.

1108. May I ask you your views generally as to the early education of a boy destined for the Army; do you think it ought to differ in any way from that of a lad who goes into a Civil profession? Ought a military tinge to be given to it early in life?—I do not think you can commence military discipline too early. I am going rather by my German experience. The senior officers in the German Army prefer to take the boys who have been educated at the Cadet Schools, to which they go at the age of 10.

1109. And they practically are specialised from that age?—No, the course at the Cadet Schools is exactly the same as that at a German modern school, but the organisation and discipline are military, and the majority of the instructors are officers.

1110. But the syllabus is the same as at a German modern school?—Yes, they do a certain amount of drill in addition, and wear uniform. The expression used with regard to these boys, in comparison with others who are educated at the ordinary schools, is that they are more *pflichttreu*, that is, they pay greater attention to duty, and you may be perfectly certain of their carrying out any order they get.

1111. What are your views with regard to the extent to which modern languages should take the place of classics in the early education of a boy who is going

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into the Army?—I think the whole of our educational system is more or less Chinese, that is, we have gone on in the same old way, making Classics the backbone of education, and are not up to date, and we are at a most serious disadvantage when we come in contact with foreigners. Of course Latin is a foundation for a good many languages, but a boy is not taught to speak Latin, otherwise it would be a foundation for the study of modern languages. Our boys merely learn a language on paper, so that when in later life they want to learn to speak a language, their brain is not adapted for that particular kind of exercise.

1112. Do you think that a modern language can efficiently be taught in this country, or do you think that, in order to acquire the colloquial command of it, the candidate must go abroad?—I do not think it is at all necessary to go abroad, provided you have efficient teachers over here. In nearly all the foreign schools I have visited the instructors were natives of the country—I mean in Germany they were Germans, and in Russia they were Russians.

1113. And therefore here they should be Englishmen?—I think so. Very few Englishmen acquire a perfect accent, even when they learn a language in its native country, and they pick up a language far better from a man who knows the difficulties than from a native.

1114. (*Mr. Walker.*) Do you find that Germans have a perfect English accent?—No, but they are understandable. Two months ago I was going round one of these German Cadet Schools, and the officer taking me round said, "You can talk to any of these boys in "English, and they will answer you;" they were perfectly understandable; of course one heard the German accent, but it was not a bit worse accent than that of German friends of mine who have lived 30 and 40 years in England—still it smelt of German.

1115. (*Chairman.*) But it was understandable on the one hand and fluent on the other?—They spoke fluently.

1116. (*Mr. Walker.*) What school was that?—The Cadet House at Potsdam; but at the Chief Cadet Institution at Gross Lichterfeld they spoke equally well.

1117. Do they learn Latin in the modern side in Germany?—Yes, but they spend most of their time in translating Latin into good German; they do very little translation of German into Latin, and no verses, and the grammar is a subsidiary thing altogether. They do not spend their time learning a lot of rules by heart.

1118. (*Chairman.*) The chief thing is to give them a good colloquial knowledge of modern languages?—Yes; the German Emperor took the matter up when he came to the throne; he wrote a memorandum on the subject, in which he particularly laid down that the principal object to be aimed at was a colloquial knowledge of the language.

1119. I gather from the answer you gave just now that you are not particularly in love with the present system of instruction at Woolwich or Sandhurst; you think, at all events, it might be greatly improved?—I think it is just as much out of date as the instruction at the ordinary secondary schools.

1120. (*Mr. Walker.*) Out of date with reference to what end?—The text books are not sufficiently modern; there is no authority who sees that the instructors keep up to date; it is nobody's business to watch foreign military schools; the methods of instruction in military subjects, particularly topography, are antiquated; and tactics, instead of being the pivot of every branch of study, is almost entirely neglected. When I went to Woolwich as an Instructor a few years ago, I found that in Fortification they were teaching the modern French system, which has never been a system; the plate we had to do took about six weeks to draw, and there was nothing to learn from it. I was head of my batch at Woolwich, and perhaps I ought to have understood it, but I did not. It was the same with most of the subjects; the Mathematics were not sufficiently practical, and the majority of cadets leave Woolwich unable to look out the figures in an ordinary book of logarithms. I have heard a young officer who has just left Woolwich call out in the R.A. Mess, Woolwich, for a waiter to bring him the second volume of the Book of Logarithms, because he could not find any angles in the first volume beyond 45°, and no one noticed it was ridiculous.

1121. (*Chairman.*) Have you any suggestions to make as to the way in which the existing system of instruction could be improved?—I have written out a Paper giving my ideas; it was done rather hurriedly, but it embodies the best features of all the foreign schools I have visited.

1122. (*Captain Lee.*) I see, for instance, that in this Paper you have a voluntary course of mathematics; do you consider it is of any advantage to an officer, whatever branch of the Service he is in, to know anything of Calculus, for instance, the Theory of Equations, Geometric Conics, and so forth? Is it of any conceivable use to him in after life?—It is training for the mathematics of practical business.

1123. Would not the time be more profitably employed in teaching him the practical part of his profession?—The boys would have to be sorted out; a boy can either do mathematics or he can not, and I think boys who can do mathematics should be encouraged to go on a little further.

1124. (*Chairman.*) I think that you hold very strongly that the first condition of improvement in our system of Military education should be the raising of the status of the Instructor?—With a view to getting the very best men as Instructors.

1125. You mean the men who possess the greatest knowledge, and at the same time have the teaching capacity?—Yes; anyone in the Army will tell you that taking an educational appointment is a step down-hill.

1126. And you think that no officer should be eligible for an instructional appointment unless he is on the list of officers recommended by the Staff College?—For certain subjects I think he should have had a Staff College training.

1127. Topography and Tactics, for instance?—Particularly in those subjects.

1128. Then it is necessary to encourage Instructors by giving them pecuniary advantages, such as Staff pay, and the right to wear Staff uniform?—The Staff pay is not very much; I do not think it is necessary to give them much pecuniary encouragement, as you get the wrong class of men directly you do that,—young men who want to marry, and to be quiet for five or six years.

1129. At present, do you think there is a sufficient number of Instructors for the men they have to instruct?—No; I think the proportion is far too small.

1130. Do you think that the classes are too large?—Yes; I think a class of 20 is quite large enough for ordinary lectures and questioning, and for practical work in and out of doors there should be one Instructor at least to every ten; I found in out-of-door work at the Artillery and Engineers' School at Charlottenburg there was one Instructor for every four. When young officers write Orders, and so forth, they want looking after very carefully, and it is no use merely writing Orders; they must be thoroughly corrected and criticised. For teaching Fortification drawing there were 2 instructors to 16 young officers.

1131. (*Colonel Jelf.*) You mean an Officer Instructor for every four?—Yes, when out-of-doors; they do not take the whole school out together, but one class, and they have a large proportion of Instructors. Perhaps there is a lecture going on that one or two Instructors can run, and the whole of the remainder of the Staff goes out.

1132. (*Chairman.*) You think that the Professors should be abolished, and that the general course of study should be watched over by a Commandant and an Instructional Staff divided into Instructors for the Special Subjects, and Assistant Instructors for Drills and Exercises?—Yes. A Professor either does very little, or he becomes a simple Instructor, taking a Section of a Class. I put in the Assistant Instructors, because I think for Drill and Discipline it is better to have younger men, as they are harder on the cadets. As one gets older one becomes a little too kind-hearted, and overlooks offences which in cadets should be dropped on very severely. I know when I was Senior Under Officer at Woolwich I was far more brutal than I was when I was Instructor as a Captain, and yet I did better work in the former period.

1133. (*Dr Warre.*) Are they organised in companies at Sandhurst and Woolwich?—They are not called companies; I am rather hazy about Sandhurst now, but at Woolwich there are three Artillery Subalterns, each of whom takes a Division of cadets.

1134. I mean with regard to something that has been said to us before, whether a system by which a certain number of cadets were organised into a company, under a Captain, who was Instructor, and also charged with the discipline and morale of his company, with Instructors under him, who were like Subalterns to him, the cadets going through the whole course under his guidance and superintendence, would be a sound system in your view, so that the cadet should have individual attention paid to him from the beginning of his career?—I think it is far better to have individual attention in that way.

1135. You think it is better than letting him go buzzing about from one place to another and from one Instructor to another, and so on; there should be a continuity, so to speak, in his environment?—As far as his Physical Training and Drill is concerned. I do not think it necessary for the instruction in the different subjects like Topography and Fortification, and I think the more views you have the better, as one Instructor lays particular stress on one part and another on another.

1136. I did not mean that one man should give him all his Lectures at all, but that he should have one man who should be, so to speak, his Military Tutor from the beginning of his course to the end, and take an interest in him, and see him through?—The Captain of his company?

1137. Yes?—That is the German system. There is an officer in special charge of every 20 to 25 cadets. They are called his "Brigade."

1138. With two Subalterns who would be hard on him, as you have said?—Yes.

1139. (*Chairman.*) With regard to the Preliminary Certificate Examination I understand you think that every candidate should, in the first case, submit a certificate showing in what school he has been educated?—Yes, to ensure that every candidate has had a reasonable school education, and if he has not, he should be specially examined.

1140. Your great idea, I suppose, is that the boy who joins should have a good, sound, general education?—Yes, at a public school.

1141. And should his technical subjects be learned after he enters Sandhurst or Woolwich?—Distinctly so. Except that he should learn at school a certain amount of Drawing and Map-reading, which he will never be successful in unless he learns them when he is quite young.

1142. (*Dr. Warre.*) Do you think if he was in the Volunteer Corps at his Public School from the time he was fifteen to the time he left the school, passing through the ranks and becoming non-commissioned officer and officer, that would be any advantage to him in his Military career afterwards as a part of his natural habit of life?—If the same degree of discipline is maintained in the rest of the school; I do not think it is any good a boy being a Volunteer for two or three hours a week, as he only plays at it; it has been tried in nearly every country on the Continent and condemned,—Switzerland, Germany, and France.

1143. They have not had it at the schools there?—They have had it.

1144. But in view of Conscription they have dropped it, because a man is bound to serve?—No, it was taken up with a view to possibly shortening the time that the young man had to serve in the Army.

1145. I am not looking at it at all from that point of view; I merely meant that familiarity with the subject from his youth up would tend to raise to a higher plane the general knowledge of Military subjects throughout the country, by which means things which are now regarded as mysteries, although they are only simple things, would become matters of general knowledge, so that you would be able to lift the whole Military education upon a higher plane to start with.

1146. (*Chairman.*) You do not think, on the other hand, that any service in the Volunteers, before he joins, should exempt him from any drill or any course afterwards?—No. When I was at Woolwich there were a certain number of cadets who had been Volunteers, and one or two came from the Oxford Military College, but they had to begin at the beginning again. In the same way, when we left Woolwich and went to Chatham, the Adjutant took hold of us and started us at the very beginning in balance step and the simplest elements of drill; we went through the drill book as recruits; they did not think the Woolwich course sufficient.

1147. And that, no doubt, would be the case in any Infantry Battalion; the Colonel must be the judge of whether his officer is efficient, and he will put him through his facings from the very first; he would not take any certificate before he came as exempting him from any portion of his course?—It is sure to come to that. In Germany, the Colonel gets his young officers as simple recruits in the ranks, they have to get his permission to come to the regiment and he sees to their training for five or six months, and after being thoroughly instructed in drill and Military duties they then go to a War School and learn their technical subjects; so that every Colonel has seen his officers trained from the very beginning.

1148. (*Dr. Warre.*) Where you have Conscription you can afford to take that line?—Yes, we could not put our school boys into the ranks.

1149. But if you had Conscription, of course you could do it?—Yes, of course.

1150. You do not think that having been a Volunteer at a Public School and having got certificates is any detriment to a man?—We thought so at Woolwich; we labelled the Volunteer cadets with an opprobrious name.

1151. Is that your mature opinion?—Yes, they had only played at it.

1152. And their knowledge was no good to them?—It was for the first fortnight; they could form fours.

1153. I do not mean knowledge of that kind; I mean supposing a man has got a certificate of proficiency?—They had no Military instincts.

1154. (*Chairman.*) At all events, they had no more Military instincts than the others?—That is so.

1155. (*Sir Michael Foster.*) What was the detriment it did them?—They thought they knew something and they did not.

1156. (*Dr. Warre.*) Would you not rather put it that the others thought that they thought they knew something; perhaps that is the real reason of it?—Yes.

1157. (*Colonel Jelf.*) No doubt the Volunteers know more now than they did in my day, for I was a Volunteer when I went to Woolwich, and no doubt I was called that opprobrious name, but things have altered since then?—Probably.

1158. (*Chairman.*) I understand you will kindly put in a paper with regard to the subjects you think should be subjects for the Entrance Examination?—Yes.

1159. We will not trouble you now to go through the whole of that syllabus. With regard to the course at Sandhurst and Woolwich, you think that the course for Cavalry and Infantry should be one year, and for Engineers and Artillery two years?—I would rather see it two years for everyone.

1160. You would rather see it two years for Sandhurst as well?—Yes, I put one year as a policy of expediency. I think it most important that the whole of our officers should be educated on exactly the same lines.

1161. (*Captain Lee.*) You would approve of the suggestion made by another witness that the Entrance Examination should be the same for all branches of the Army?—Certainly.

1162. That is to say, that you should get the same rough material, only you would allow those who passed highest in the list to choose whether they would go to Woolwich or Sandhurst?—Yes.

1163. (*Chairman.*) In other words, you would have no distinction between the Woolwich Examination and the Sandhurst Examination?—Yes, I think it is a great mistake to have any distinction of that kind.

1164. (*Mr. Walker.*) But you would require a certain proficiency in mathematics for Woolwich?—Yes, I put that in the paper.

1165. (*Dr. Warre.*) Would you let the Militia go through this general examination too?—I would make every candidate for the Army pass identically the same examination, whether he has been trained at the University, in the Militia, or at a Military school.

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1166. With a qualification minimum?—Yes.

1167. It would be competitive, but with a qualification minimum?—We are bound to make it competitive.

1168. But you would not take below a certain level of marks?—There would be a certain educational qualification.

1169. (*Mr. Walker.*) We are told that, for the future, about 1,100 officers must be taken yearly, and I suppose there would not be much competition towards the tail end of the 1,100?—No, I suppose not. It is preferable to have only a qualifying examination, because directly you have competition you bring in a certain amount of cramming.

1170. You would have to take all who qualify first, and then take all who do not qualify afterwards, as I have known them do at some colleges.

1171. (*Chairman.*) You would have a competitive examination on the entrance to Sandhurst and Woolwich?—Well, as long as the Corps of Engineers occupies the position it does with extra pay for extra work you must have competition. When I was Instructor at Woolwich I was told by the Assistant Commandant, Colonel Murray, that during the time he was there only one per cent of the cadets put their names down for the Royal Artillery. They came there with the intention of getting into the Engineers.

(*Captain Lee.*) But that is done by their parents; I was put down by my parents for the Engineers, although I had never the slighest intention of working for them. The parents think it will relieve them from the expense of maintaining their sons at an earlier period.

1172. (*Chairman.*) I do not quite understand this question of the examination; do you mean that a common examination should be held for all branches of the Service?—Yes, there should be one Entrance examination in school subjects, and one examination in military subjects for Commissions.

1173. That is two examinations?—Yes.

1174. But how would you apply the first examination to the Militia?—They ought to pass that examination too.

1175. On getting into the Militia?—They should have some certificate on joining the Militia that they have been reasonably educated.

1176. You would take a University certificate?—Certainly.

1177. Or any well known certificate of that sort?—The certificate of any well known school, if the boy had been as far as the Upper Fifth.

1178. My point on that is, that after he joined the Militia he would have to go through the same competitive examination for entrance to the Regular Army afterwards as those passing from Sandhurst and Woolwich?—It need not necessarily be competitive as long as he passes the examination.

1179. It might be qualifying?—It might be qualifying in these specific technical subjects.

1180. (*Dr. Warre.*) You would have a competitive examination in the first instance, or would the Entrance Examination be merely a qualifying examination?—For entrance into the Army you cannot avoid making it competitive.

1181. (*Chairman.*) You would treat entrance to the Militia as entrance to the Army?—If possible.

1182. I am wishing to ascertain your views as to whether the candidate going into the Militia should be examined in the same examination as the candidate who goes into Sandhurst, treating the Militia as a training for the Army as you treat Sandhurst as a training for the Army?—I should like to see that, but I do not think it is possible, because the fellows who come in from the Militia are generally those who fail to pass the ordinary examination; therefore, in their case we should probably have to be content with accepting the school certificate instead of the Entrance examination. But for obtaining a commission in the regular Army all should pass exactly the same examination in military subjects.

1183. (*Dr. Warre.*) Have they failed to pass the ordinary examination, or is it not that they have failed in the competition for Sandhurst?—They have failed in the competition.

1184. That is a different thing from failing to pass a qualifying examination. I understand that up to last year they did pass a qualifying examination, they went in for the same examination as the Sandhurst people did, and if they did not pass the qualifying examination they dropped out, but if they did pass the qualifying examination they were allowed to go in through the Militia; but that system has been altered during the last year or the year before last, so that they do not now go in to the Sandhurst examination at all, but compete later after two trainings in a sort of mixed Military and Literary examination. That is the present system, I understand, which is a totally different thing?—I am not quite sure what the conditions are at this exact moment. There have been modifications on account of the War.

1185. (*Chairman.*) I understand what you want us to gather is that the officers entering by the Militia, or other channels, should be called upon to pass the same examination at the end as the cadets would at the end of their course?—Yes, that is the main point,—that every officer should pass what we may call an officer's examination.

1186. That would be their final examination before joining their units?—Yes.

1187. (*Captain Lee.*) I understand that you have just been on a tour of inspection of the various Military instructional establishments in Europe?—The German and Swiss.

1188. Only?—This year, but in past years I have been to the Russian, Austrian, Belgian, and American; I have been to Kingston, Canada, and many years ago I went round the French Schools.

1189. Are your conclusions embodied in any form which could be put in to the Committee?—I have handed a paper to the Secretary.

1190. I understood you were preparing some kind of hand-book?—The only schools that would really be of interest to the Committee are the Prussian War Schools and the Prussian Artillery and Engineers School.

1191. That is one question I was just coming to; you consider that those represent the best thought on the subject in the world as far as your experience goes?—Quite the best, unless you can give them a a four years' course, like you have in Canada and the United States.

1192. I do not consider that is an advantage, because they have to undertake the whole general education from the very beginning as well, but you can give us that information about the Prussian Schools?—I have handed in two papers on those two schools.

1193. Could you tell us very briefly what are the chief points of superiority in the methods of the Prussian War Schools?—Every officer of the Army is educated on identically the same lines; probably 95 per cent. of the officers go through the War School and the remaining five per cent. have to pass the War School examination.

1194. Does this War School correspond at all to Sandhurst or more to the Staff College?—It corresponds almost exactly to Sandhurst.

1195. At what age are they when they pass through?—They go there about 17½, they join the ranks at 17, and do about six months in the ranks and then they go to a War School.

1196. Artillery, Cavalry, Engineers, and Infantry receive precisely the same instruction?—Exactly the same up to the time of their joining as officers.

1197. And then they get their special instruction with their units?—No, not exactly; they remain with their units for about two years and then they receive their special technical instruction.

1198. Where?—At the Artillery and Engineers' School, &c.

1199. At special schools?—Yes.

1200. But the preliminary grounding of the officer is uniform throughout the entire Service?—Yes.

1201. (*Dr. Warre.*) Do they have special schools for the Infantry and Cavalry too?—There is a Cavalry school at Hanover, but not every Cavalry officer goes there, and the Infantry Schools (they use that expression) include a School of Musketry and a Gymnastic School.

1202. (*Captain Lee.*) What steps do the Prussian authorities take either to induce or compel young officers to keep up their studies?—By a series of constant reports upon them.

1203. Not by a series of constant examinations?—There are no promotion examinations in the German Army, except that before a Garrison Artillery or Engineer Officer can obtain a full commission he has to pass, on leaving the Artillery and Engineers' School, a final examination, and then he gets his proper commission. Up to that time he is only called a Supernumerary Lieutenant.

1204. (*Mr. Walker.*) What age would he be at that time when he gets his full commission?—About 21½ to 22½.

1205. (*Captain Lee.*) The burden of the evidence so far has been rather to indicate what some of us already know,—that the young British officer, as a rule, does not work in his early years if he can possibly avoid it, and the question has been how he can be induced to work, and apart from the greater natural bias towards study that exists in the German officer, are there no methods which keep the slack German officer up to the mark?—I think you are wrong in saying that the German officer is more inclined to study than the British; I think a large number of our people are very much inclined to study, but they are given no encouragement, nor does study lead to advancement.

1206. Knowing what you do of the difficulties of the British Officer studying and so forth, what would you suggest would be the best method to keep the young officer at his work, even if he had not a natural bias that way? Would you have periodic examinations or would you have the Promotion Examinations arranged in such a way that he could not go up for them until he had been five or six years in the Service; or in what way would you avoid the present difficulty, which is that of the young officer joining and as quickly as possible passing his Promotion Examination, because he has got the stuff fresh in his brain and he wants to get it out, and then to do no more work? How would you combat that?—It is a very large question, and it was very fully considered by the Emperor William I. of Germany, and there is an account of it to be found in his correspondence; he was against examinations, and in favour of Commanding Officers reporting on those serving under them, but the first difficulty he found was that he could not trust the Commanding Officers, they were gentlemen of the old school, and he recognised that it would take years before the system of reporting upon officers would be really efficient. They consider that they have reached that point now.

1207. It is not efficient in England now; the system of reporting on officers is worthless; do you not think so?—I do not think, from my small experience of the War Office, much attention is ever paid to reports made on officers.

1208. (*Mr. Walker.*) Is paid or ought to be paid?—No attention is paid; the reports are made and they are put away. Officers are selected for appointments for various reasons, but not on account of any previous record to be found in papers.

1209. (*Captain Lee.*) Could you tell us where to lay our hands on that memorandum of the Emperor?—I can send Captain Cairnes a reference.

1210. (*Dr. Warre.*) Do you think it would be useful with regard to that if officers, say, before they came to the rank of Captain, had opportunities of gaining advanced instruction in their profession, and of passing an examination?—They can do that at the Staff College.

1211. But the Staff College is not for everbody; I meant rather that it should be very much extended, and that every officer should be encouraged. Supposing you had a Junior Staff College which took people before they were Captains, and gave them an opportunity of passing in these higher and more advanced subjects, there would then be, supposing you had a sufficient number of officers to do it with, great encouragement to men to come up and pass, and if they passed with distinction there would be a chance of employing them in Staff employment; is that an Utopian idea?—I think it is; I think the instruction of officers should be left to their Commanding Officers.

1212. We have heard very much about that, but the burden seems to be that the Commanding Officer and the second in command have their time so taken up with administrative duties, and similarly with Captains, that there is no possibility of having the young man educated in the way we would all say would be the right way to educate him in his regiment under present circumstances?—Did you ask those officers what they considered a day's work should be?

1213. The point is not so much the onerous character of the work as the perpetual call of various duties at various times, and the impossibility of giving any solid time to the work; that is what we have had in evidence, but of course I am not really competent to ask the question?—I cannot understand it. Foreign Commanding Officers are expected to instruct their subordinates; it is their principal duty. In the method employed I can refer you to "Der junge Infanterie-Offizier und seine taktische Ausbildung," by General Jansen.

1214. (*Colonel Jelf.*) Could you tell us what your experience of the Service has been?—I have commanded an Engineer Company at different times for five years altogether; I have lived in Infantry Messes and Cavalry Messes, and I lived for five years in the Artillery Mess at Woolwich.

1215. (*Dr. Warre.*) Did you find that instruction was then regularly given by the Officers Commanding companies, batteries, and squadrons to the Subalterns?—It certainly was in some batteries.

1216. (*Colonel Jelf.*) As regards the Infantry, did you ever know any material work done after luncheon?—No.

1217. (*Lieut.-Col. Hammersley.*) Where was that—at home?—At Aldershot and Hong Kong. May I mention one point that has not arisen, and that is the selection of Examiners. I do not think it very much matters what the subjects are as long as you have reasonable Examiners who ask practical questions, and my experience at Woolwich as an Instructor was that that was one of the main points in which the course failed; we did our best to give practical instruction, but the Examiners did not help us; we were bound to become crammers.

1218. (*Mr. Walker.*) You are talking of the examination on leaving?—There are four examinations, one at the end of each term.

1219. (*Dr. Warre.*) You hold that examination rules education?—Yes.

1220. And, therefore, the examination ought to be in subjects that the Instructor ought to teach, and the Examiners ought to be bound to examine in what has been taught?—They ought to be bound to ask reasonable questions.

1221. (*Mr. Walker.*) Are these Examiners Military men?—They are anonymous persons.

1222. But you know who they are?—I have never heard officially.

1223. (*Captain Lee.*) Do you not think that one of the points in which the young British officer is most deficient is in general education, the knowledge which is required for "general knowledge" papers that are set at some of the public schools now—I mean matters of common import which range through every department of life, and which every well educated man ought to know? Do you not think it very important that that kind of knowledge should form part of the young officers' training?—Most certainly; and I put down a general intelligence paper as a subject of examination for the Entrance Examination. We labour under great difficulties; there is a lot of foreign service, and as you have to pay for the amount of baggage you take abroad, you do not take very many books. I think certainly there is room for some reform in the matter of providing garrison libraries for young officers.

1224. They require some inducement to read them when they are provided?—Perhaps it might be made the fashion.

1225. (*Colonel Jelf.*) I do not know whether it comes into your branch at all, but do you think it desirable that the Field and Horse Artillery should be taken away from association with the Garrison Artillery and Royal Engineers?—I think it would be a pity.

1226. (*Chairman.*) That is so in the German Army, is it not?—No, most certainly not. All the officers for the German Army are educated together; there are 10 War Schools, and at each you will find Artillerymen, Cavalrymen, and Infantrymen all sitting in a row and mixed up.

1227. Are the Engineers and Garrison Artillery there too?—Yes.

1228. We rather gathered that they went to College afterwards?—After they have been in the Service two years, the whole of the Garrison Artillery and the whole of the Engineer Officers, and about half the Field Artillery, selected officers, go to this Artillery and Engineers' School, which is something between the S.M.E., Chatham, and the Ordnance College.

Major J. E. Edmonds, R.E. 23 May 1901.

1229. (*Dr. Warre.*) There are 10 War Schools; how many officers, as compared with ours, are there employed in teaching?—The number of Instructors at a War School varies from 14 to 20, that is, according to whether there are 80 or 120 cadets.

1230. Would you call it 100 on the average for the 10 War Schools, and would a calculation from that give us the number of people being educated?—Yes. I have stated the number of Instructors, and that does not include the Commandant, the Adjutant, the Paymaster, the Assistant Paymaster, &c.

1231. I was rather looking at it from the point of view of what number of officers they are having educated annually at these War Schools?—The total number of students in the various schools is 1,023.

1232. That really runs very near the number of officers we are supposed to be wanting for our Army in the future annually?—Yes.

1233. (*Mr. Walker.*) Do we take a larger number of officers than foreign armies in comparison with the men?—Yes, we have more officers; a German company is 240 men, and they have four officers, while our company is 120 with three officers—that is, one officer to 40 men, while the German has one to 60.

1234. (*Dr. Warre.*) Do you not think that they will find, under the stress of modern warfare, as we have found in this War, that they will be very short of officers?—They have an enormous reserve of officers; they have about 26,000 reserve officers, and they are not Majors and Colonels who have left the Army, but the whole of them are under the rank of Major.

1235. (*Chairman.*) And could be called out?—Yes. In addition to that, they have all these young men in the ranks who are in training for officers—in fact, I can give you the exact figures of the ordinary strength of a German battalion that took the field in 1870; there were only about seven Regular officers, and the rest were made up from these Ensigns and reserve officers. In every German unit there are a large number of educated men; for instance, Colonel Yorck von Wartenburg, who was suffocated in China the other day, and who was looked on as the cleverest man in the German Army, went through the War as a private. So that half the men of their companies are capable, with a few weeks' work, of becoming officers. There is no comparison in that way with ours.

1236. (*Dr. Warre.*) These persons whom you say are capable of becoming officers are not people who have been through one of the ten schools?—Not necessarily.

1237. But in times of emergency all the people who have been through the ten schools would be absorbed and a great many more besides?—Yes, and there is a large number of reserve officers.

1238. How do they become reserve officers if they have not been through the War School?—The training for the reserve officers is quite different; a man joins with a view of becoming a reserve officer, and he passes one year in the ranks; during the first three or four months he is treated as an ordinary private, after that he is put into a special squad and given special instruction, a little later on he is given instruction in officer's work, and then, having completed his year's training he goes back to whatever his ordinary work is. He comes out in the two following years for training just like a Militia officer, but in the rank of a non-commissioned officer. At the end of the second training he passes an examination in Military subjects, and is then put up for election in a regiment.

1239. And then if he is elected he holds a certain rank?—He gets a commission as Second Lieutenant, and to avoid any clashing, no Second Lieutenant of the reserve can be promoted to First Lieutenant until the whole of the Second Lieutenants on the regular list have been promoted. You could not have such an anomaly occurring as a Militia Major of, perhaps, 15 years' service commanding a Regular Captain of 20 years' service.

1240. (*Colonel Jelf.*) Arising out of your answer about the Engineer and Artillery School, would you think it advisable that in our Service also the Engineers after leaving Woolwich and before going to Chatham should go and do some duty with companies?—I think it would be a pleasant break during instruction; I certainly found that two years' Chatham on the top of two years' Woolwich was too much for the ordinary brain.

The witness withdrew.

Lieut.-Gen. J. Fryer C.B.

Lieut.-General JOHN FRYER, C.B., examined.

1241. (*Chairman.*) You know our Reference; you know we are inquiring into the education of the officer about to go into the Army, and his education when he first joins. You have had very great experience. Would you mind telling the Committee your experience in the Army?—I have been through the whole mill from start to finish, and I think I am one of the only Generals on the Active List who have passed through every grade in the regiment as a regimental officer. I have served both in Cavalry and with Infantry; I have had both commands and also mixed commands. I was educated privately, and then went to Oxford. I passed two examinations at Oxford, and left there to go into the Service at the age of 21. I was gazetted as Cornet to the 6th Dragoon Guards, the Carabiniers, in 1860, and I went through every grade in that regiment till I became Lieut.-Colonel Commanding, from 17th March 1877 to 17th March 1882. I was an Instructor of Musketry—I believe almost the first Instructor of Musketry in the Cavalry—and I held that appointment from 1861 to 1864 in the Carabiniers.

1242. Will you state your experience in command?—I took my regiment to India in 1878 and commanded them through the entire Afghan Campaign of 1879-80. I also, during the Afghan Campaign, commanded a mixed force of about 5,000 men of all arms, called the 2nd Movable Column, Khyber Force.

1243. After that?—I next had a purely Infantry command, the 17th Leicester Regimental District, which I held for five years. That district comprised Regular troops, Militia, and Volunteers. I held that command as Colonel from 1st May 1883 to 1st May 1888. I was promoted to Major-General by selection in the year 1890, and was appointed to the command of the Cork District as a General Officer from 1893 to 1898. In that district I had the largest command of Regular troops, excepting Aldershot, in the United Kingdom, comprising nearly 10,000 men of all arms, nine battalions of Infantry, two regiments of Cavalry, eight batteries of Artillery, two regimental districts, and a large force of Militia.

1244. During that long service you have had great experience of the young officer? Will you tell us your views generally as to the extent you think the boy should be educated in technical subjects before he joins, or whether you think he should have a general education?—I do not consider that any difference need exist in the early education of boys intended for the Army or Civil professions, provided they are well grounded in modern languages. That I put down as a *sine quâ non* for the early education of boys.

1245. At what time do you think the Military education of the young officer should begin?—I am strongly of opinion that the Military education and training of the young officer should commence not a day later than that on which he reaches the 17th birthday. I would make a knowledge of Latin, up to a certain standard, obligatory on all boys, and a thorough knowledge of French and German.

1246. Do you think that they can get a sufficient knowledge of French and German by an ordinary education in this country, or would you recommend that they should pick that up abroad?—Well, I can only tell you what I did in the case of my own son, now a Captain in the Army. I educated him by sending him to a public school first, and then I sent him abroad for a year to learn languages, and thence to Sandhurst. I would keep up the languages after the boy begins to learn his Military work; languages are one of the greatest points in Military education.

1247. Do you think that the system of education at Woolwich and Sandhurst, as far as you are acquainted with them, is sound, or do you wish to see it improved in any way?—I consider that the education at Sandhurst should be of a more practical kind, in accordance with the requirements of the officer and soldier, and I will explain that directly. I think that the theory and practice of Musketry should be taught thoroughly well at the Royal Military College, and that, while they are there, there should be more instruction in riding and the care of horses, in fact they should have a practical and intimate knowledge of the nature and handling and

feeding of all animals of burden and draught, and of the care in all circumstances of those animals used in every campaign.

1248. (*Captain Lee.*) Do you consider that the British officer has been shown in this campaign to have been very deficient in those qualities of horsemastership?—Yes, he has, and if you will allow me, I will follow on my evidence in answer to your question. A boy should be taught this while quite young, or he will possibly even show a dread and fear of animals, if left until he is grown up. In my opinion, animals play the biggest rôle in a campaign. Fighting is the easiest job. In getting to the place—in getting to the moment of attack—animals play the larger part. The Boers have defied us so far only, in my opinion, by their practical and intimate knowledge of the animal, and how much they can get out of him with safety. This applies also, I may say, to man—a knowledge which ought to be taught thoroughly.

1249. Do you think it would be possible to teach that at a Military college?—Quite; at all events they might teach thoroughly the care of horses, bullocks, and mules, and the young fellows there ought to be made absolutely to look after them, to tend them in every way; and also I would say there is another matter which is entirely left out at the Royal Military College, but which should be thoroughly taught there, and that is the nature of the climate, weather, winds, and rainfall of countries likely to be the theatre of war, and how to combat them.

1250. (*Chairman.*) Do you consider that there are, under the existing system, sufficient inducements to the young officer to keep up the theoretical study of his profession?—Well, I answer that in this way: I think at present there is too much theory and far too little practical work for officers.

1251. With regard to the age at which you think an officer should join his unit, do you think he joins the Army at the proper age now, or would you like him to join at 17 or later in life?—I consider that a boy should enter Sandhurst at 17 and remain till 19 or 20, that is three years.

1252. At what time should they join their unit?—They should join their unit, in my opinion, by 20 years of age—not older. I am much in favour of young Commanding Officers, as distinguished from the old *régime*, under which men were not supposed to be capable of accepting responsibility until old age. I would give them responsibility while they are young.

1253. What is your experience of young officers who have entered the Army through the Militia? How do they compare with those who have entered through Sandhurst?—Subalterns from the Militia on joining a battalion of Line Infantry know a smattering of automatic drill and simple barrack-room or camp detail, and I am quite aware that many Commanding Officers look upon that as a great assistance, but unless some radical change (which I hope to see made) takes place in the practical training of all officers of the Militia Service, especially in the senior grades, it is quite impossible to expect from their present imperfect training that young officers should pass through the Militia battalions to join the Line with any but the most imperfect knowledge of their profession.

1254. What have you found in your experience with boys joining from Sandhurst? Were they capable of discharging their duties at once?—The present training of Sandhurst cadets is, in my opinion, in every sense superior as a training school for young officers, most distinctly. The training of the Militia officer is merely automatic at the present time; he knows nothing but how to drill a squad—a company—drill being what you may call the elementary part of soldiering. He knows, probably how to go round the barrack-room and all that sort of thing, but if you take him outside the barracks into the practical work of soldiering, he absolutely knows nothing at all. Now, the Sandhurst boy is taught topography, reconnaissance, map reading, &c.; in fact, I look upon him as a perfect Moltke in comparison with the Militia Subaltern.

1255. We understand that 170 officers out of a required total of about 1,000 join the Army through Sandhurst every year: what would your remedy be, that Sandhurst should be enlarged to enable every officer to pass through it, or would you think that by the abolition of Sandhurst and the utilisation of the 50,000*l.* a year which it costs in other directions, you might obtain the necessary instruction?—I am very much in favour of the Sandhurst education; I am absolutely certain about it, and I further consider that the young officer should be taught while at the Royal Military College all the qualifications for a Staff officer. That is a point I should wish particularly to impress upon you as my opinion; I say that the two years at the Staff College now takes him away from his regiment at a period of his service when he is doing and learning most useful work. My contention is not against the Staff College course, and I do not wish to talk about the Staff College as to education, but I say that under present circumstances only a few pass through it, and it comes at the wrong period of an officer's service; I would have all go through it before joining their regiments, so as not to take them away during a very useful time.

1256. Do you mean to say that you would like to see the Staff College utilised for the purposes of the education of young officers?—I think an officer ought to be taught the work he learns at the Staff College from 17 to 20 before he enters the Service, and not ten years afterwards when he becomes an old man. I look upon it as one of the most fatal blots in our education, not to teach *every* young officer the work he learns at the Staff College *before* he joins a regiment; he ought to know that thoroughly, and I would give him from 17 to 20 to go through it all at the Royal Military College—give him three years if you like until he is 20, but do not take him away from useful work and denude a regiment of officers after they have been ten years in Service, and send them back to school again. I am very much in favour of the whole thing being done at Sandhurst before the officer enters the Army at all. There is one matter I should like to speak of particularly, which I think I have omitted, and that is the responsibility of officers. I consider that as an officer is destined to be the leader of many minds in men, he should be taught early in life to make up his own mind, and to accept the responsibility of any position in which he may be placed. This is most important in the Army; the giving and acceptation of responsibility, *e.g.*, at the Royal Military College I would have fresh Cadets in Command every day of the week; I would send out parties on reconnaissance and to drill under fresh Commanders every day. I do not know whether you would care to hear my experience on this matter, but the great deficiency of many officers in the Army is their absolute want of the power of accepting responsibility. This is due, in a few instances, to personal want of force of character, but in the majority to no fault of their own, it being due to the early training, especially in the junior ranks and even as Captain, and that this is much more frequent and noticeable in the Infantry branch than in the Cavalry or Artillery. In the Infantry service, generally speaking, the Lieut.-Colonel Commanding answers for everything; there is centralisation in its most acute form even in the smallest matters, and the junior officers are frequently not allowed to exercise individual responsibility or initiative. In the Artillery and Cavalry it has been customary for Commanding Officers to give more confidence and individual responsibility to junior officers, by the nature of the duties to be performed. I think that is absolutely one of the most important points I have mentioned.

1257. (*Captain Lee.*) On the question of decentralisation, the authority will probably be largely broken up under the new Army Scheme?—This may not come under your reference, but I would teach it at school; it is one of the most important things you can teach a boy before he joins the Service. You must give a young fellow your confidence, and he will learn to accept responsibility; as it is now, of course, at the public schools you have seniors, prefects, &c., and they accept responsibility, and the young fellow who has held that position eventually becomes a leader of men. Those who have been at the bottom of the class may, many years afterwards, turn out good men when you put responsibility on their shoulders. One of the most fatal things in our Army at the present day is the want of freely giving, and consequent inability to accept responsibility.

The witness withdrew.

Adjourned.

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FOURTH DAY.

At St. Stephen's House, Westminster.

Thursday, 6th June 1901.

PRESENT:

The Right Hon. A. AKERS-DOUGLAS, M.P. (in the Chair).

Sir MICHAEL FOSTER, K.C.B., M.P.
The Rev. Dr. E. WARRE, D.D., M.V.O.
Mr. F. W. WALKER.
Colonel R. H. JELF, C.M.G., R.E.
Lieutenant-Colonel F. HAMMERSLEY.
Captain A. H. LEE, M.P.

Captain W. E. CAIRNES, *Secretary.*

Lieut.-Col. F. C. Annesley.

6 June 1901.

Lieutenant-Colonel F. C. ANNESLEY examined.

1258. (*Chairman.*) I think you are commanding one of the battalions of the Royal Fusiliers?—Yes, the 4th.

1259. You have had a long service, and you have seen service under various conditions, not only in England?—Yes.

1260. You have had very considerable experience of young officers joining the battalions you have been connected with?—I have.

1261. May I ask you generally what is your opinion of the class of boy who is now sent to you as an officer; does it compare favourably or otherwise with the young men who joined when you were a younger man in the service?—The men who come into the Army in a legitimate way after passing an examination are quite as good, but lately some Commissions have been given rather broadcast, and those men are not of the same type or likely to become as good soldiers as the men who have been brought up, I may say, absolutely for the Army and have passed a legitimate examination.

1262. Do you draw any distinction in that as to the boys who have come to you from Sandhurst and from the Militia respectively?—Yes, there is a most distinct difference; the boys from Sandhurst are infinitely better in every possible way, I am talking, of course, now of their capabilities as officers.

1263. You mean judging them on the barrack square?—Yes; they seem to me to be more intelligent; they pick up their work quicker, they are more zealous, and in every way they, to my mind, turn out very much better professional men than the Militia men, most distinctly, or even than the university candidates.

1264. (*Captain Lee.*) Have they as much knowledge of drill and interior economy as the Militia candidate?—More of drill; it is rather an absurd thing to say, but they have.

1265. And also of interior economy?—Well, none of them have any knowledge of that.

1266. Not the Militia officer?—No, very few, you get one here and there, but very, very few.

1267. (*Mr. Walker.*) Can they deal with the men as well as the Militia officers?—Quite. You mean from a disciplinary point of view?

1268. Yes?—Oh yes, quite as well.

1269. (*Chairman.*) Have you any views with regard to the examination subjects?—Do you mean to get into the Army?

1270. Yes. First of all, may I ask you do you find that the boys who join from the public schools are preferable to those who join from private tuition?—I think, on the whole, they are.

1271. Have you any opinions that you desire to place before us in regard to the subjects of the examinations; would you like to see any alteration made, greater stress being laid on technical subjects and modern languages?—Distinctly on modern languages; I think the Infantry officer, particularly, is very much handicapped by his want of knowledge of modern languages.

1272. (*Mr. Walker.*) You mean French and German?—Yes; those are the two principle ones.

1273. Do you mean any other language?—No, of course if a man has got the knack of picking up modern languages, it is a good thing for him to know more, but it is French and German particularly.

1274. What are the advantages for an officer knowing French?—Very often we are called upon to suggest an officer to go to foreign manœuvres, or anything like that; when I was at Malta I was called upon to furnish an officer to go to Crete to act there as a judge, and one *sine quâ non* was that he should have a knowledge of French; and very fortunately I had a man, the late Mr. Du Maurier's son, who is half a Frenchman, and who did remarkably well on that occasion.

1275. (*Chairman.*) Do you desire that the candidates should be well instructed in their technical duties before they join their unit, or do you think the Commanding Officers are the best people to give them their technical instruction after they have joined?—What do you mean by their technical instruction?

1276. Would you desire a boy to join only with a good public school education, and would you give him his Military education afterwards?—This is impossible, I think. I think it quite impossible for the Commanding Officer or any of the regimental authorities to do it.

1277. (*Captain Lee.*) On what grounds—that their time is too much taken up with other duties?—That is one ground; the time of the Commanding Officer now, especially with these young soldiers, is very much taken up, and so is the boy's time. It does not matter so much for the Commanding Officer if he has a good deal of experience, but the moment a boy comes, his time is fully taken up with all sorts of things outside his Military education, what the chairman calls technical education. Another very strong point is that we do not catch them all together; we get one to-day, another in three months, another in four months, and another in six; so that they could not be all at the same stage of tuition, even if we started it. Then every regiment has not got a batch of lecturers either; it is a very hard thing to find.

1278. (*Chairman.*) And, therefore, you think that the examination cannot be confined exclusively to ordinary school subjects, but that they must acquire a knowledge first, and be examined in the knowledge of Military subjects, Fortification, Topography, and that sort of thing?—I think that the examination into Sandhurst should stand as it is now, but I think before they get out of Sandhurst and come to the regiments, they should be thoroughly grounded in Military subjects, such as Fortification, Military law, and Tactics, as they are now if they are allowed to remain at Sandhurst for a sufficient time.

1279. (*Captain Lee.*) Do you think, with the present length of course at Sandhurst, they acquire sufficient knowledge of these subjects?—To start, with they do, if kept there for the full time.